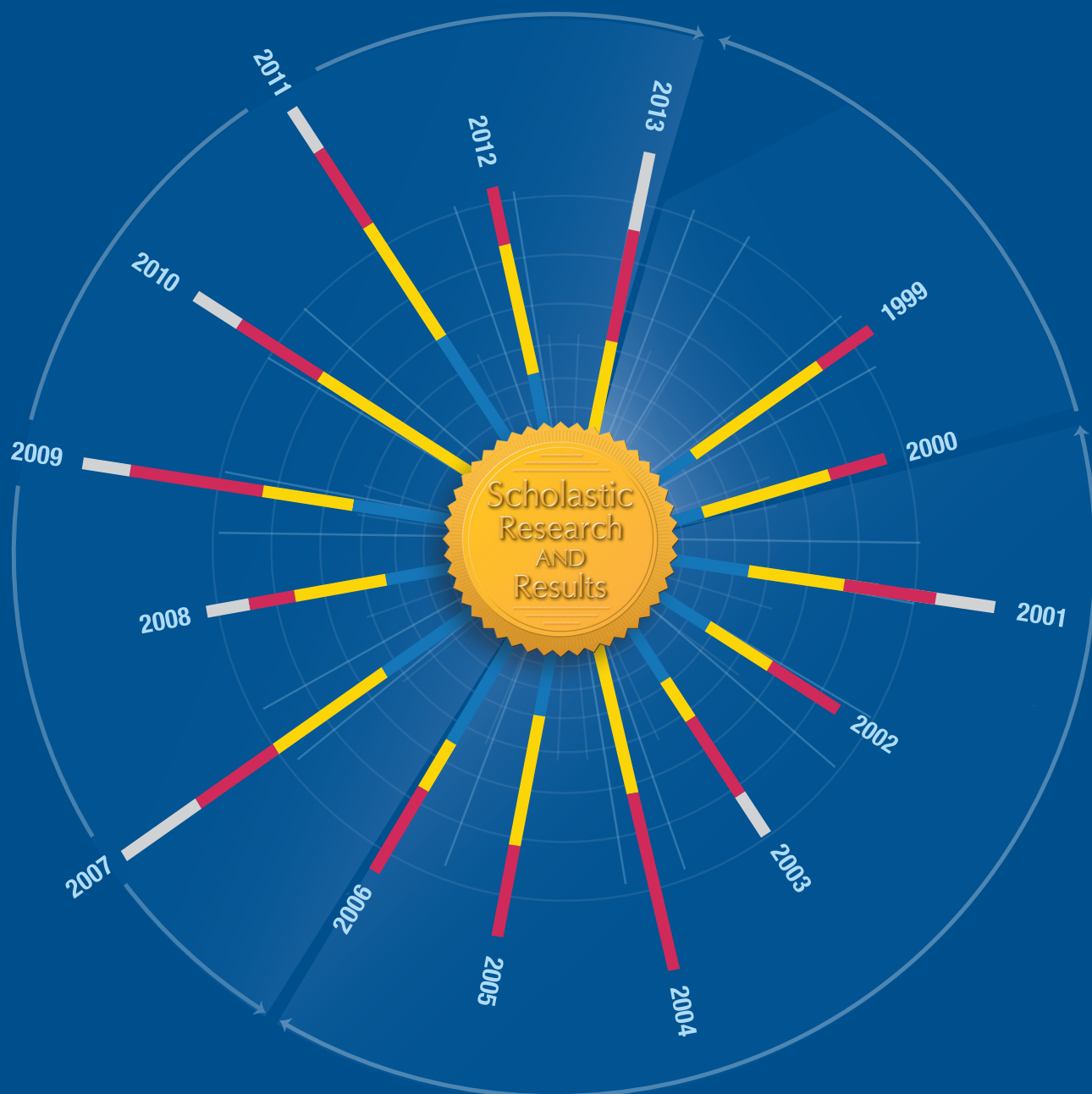


COMPENDIUM OF

READ 180® Research



15 Years of Evidence-Based Results for America's Struggling Readers

COMPENDIUM OF ***READ 180*** Research

Scholastic is committed to developing innovative educational programs that are grounded in research and proven to work. We collaborate with school districts and third-party research organizations to conduct evaluations that provide useful information to help school leaders advance school change and improvement. Scholastic believes strongly in a mixed methods approach to our research, an approach that provides meaningful and contextualized information and results. For more information, please visit the Scholastic Research website at: **research.scholastic.com**.



The impact that low reading achievement has on students' readiness for college, careers, and life in general is significant. . . Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks.



—Common Core State Standards, 2010

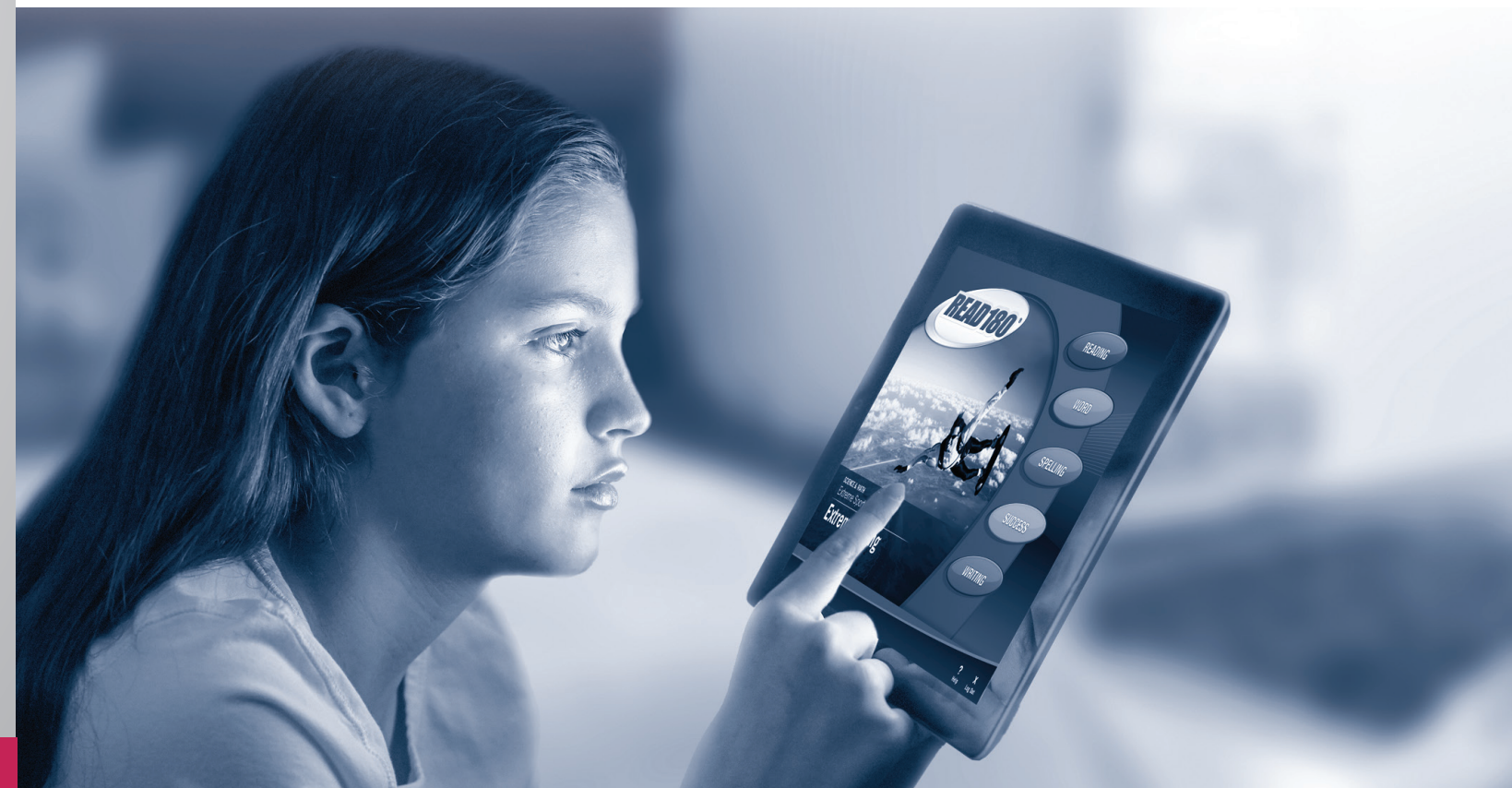


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^AIncludes middle school data
*Includes high school data

UPPER ELEMENTARY SCHOOL STUDIES

	Page Number	Disability	English Language Learners	Economically Disadvantaged	Ethnicity	Implementation	Independent Measure	Independent Funding	WWC / BEE Reviewed
Cypress-Fairbanks Independent School District, TX ^{A*} (Scholastic Research)	10–11	●					●		
Deer Valley Unified School District, AZ ^A (Scholastic Research)	12–13	●	●		●		●		
Iredell-Statesville Schools, NC ^A (Admon, N.)	14–15				●		●		
Joplin Public Schools, MO ^{A*} (Scholastic Research)	16–17	●							
Lawrence Public Schools, MA ^{A*} (Lawrence Public Schools; Scholastic Research)	18–19	●	●				●		
Napa Valley Unified School District, CA ^{A*} (Whiteboard Advisors)	20–21	●					●		
New York City Public Schools Community School District 23, NY ^A (Policy Studies Associates)	22–23				●		●		●
San Antonio Unified School District, TX ^{A*} (Scholastic Research)	24–25	●				●			
Sevier County Public Schools, TN ^A (Nave, J.)	26–27						●	●	●
Traverse City Area Public Schools, MI ^A (Scholastic Research)	28–29	●					●		

MIDDLE SCHOOL STUDIES

Austin Independent School District, TX (Policy Studies Associates)	30–31						●		●
Columbus City Schools, OH (Columbus City Schools; Scholastic Research)	32–33					●	●		
Council of the Great City Schools (Interactive, Inc.)	34–35					●	●		●
Des Moines Public Schools, IA* (Policy Studies Associates)	36–37	●				●	●		
Desert Sands Unified School District, CA* (Scholastic Research)	38–39		●				●		●
Holyoke Public Schools, MA (Scholastic Research)	40–41					●	●		
Indian River School District, DE (Indian River School District; Scholastic Research)	42–43	●			●		●		
Knowledge is Power Program New York City, NY (Scholastic Research)	44–45		●	●			●		
Los Angeles Unified School District, CA (Papalewis, R.)	46–47		●				●		●
Milwaukee Public Schools, WI (AIR)	48–49			●			●	●	
Newark Public Schools, NJ (Westat, Inc.)	50–51	●		●		●	●	●	
Northeastern Florida School District, FL (Scholastic Research)	52–53					●			
Rochester City School District, NY (Scholastic Research)	54–55	●							
Saint Paul Public Schools, MN (Admon, N.)	56–57	●	●			●			
School District of Osceola County, FL* (Scholastic Research)	58–59						●		

HIGH SCHOOL STUDIES

Central Consolidated School District, NM (Scholastic Research)	60–61				●				
Clark County School District, NV ^A (Papalewis, R.; Zvoch & Letourneau; Richmond, E.)	62–63	●	●						
Colton Joint Unified School District, CA (Scholastic Research)	64–65						●	●	
Daviess County School District, KY ^A (Daviess County School District)	66–67	●						●	
Garfield High School, LAUSD, CA (Scholastic Research)	68–69						●	●	
Hernando County School District, FL (Scholastic Research)	70–71	●					●	●	
Huntington Beach Union High School District, CA (Scholastic Research)	72–73						●	●	
Phoenix Union High School District, AZ (Policy Studies Associates; Scholastic Research)	74–75		●		●		●	●	●
Seminole County Public Schools, FL (Lang et al; Scholastic Research)	76–77							●	●
Springfield and Chicopee Public Schools, MA (The Education Alliance at Brown University)	78–79			●		●	●	●	

OTHER EDUCATIONAL SETTINGS

Alvord Unified School District, CA (Scholastic Research)	80–81	●	●				●	●	
Brockton Public Schools, MA (MPR Associates, Inc.; SEDL)	82–83						●	●	
Job Corps, CA (Admon, N.)	84–85						●	●	
Ohio Department of Youth Services, OH (Ohio State University)	86–87			●			●	●	●
Phoenix Community College, AZ (Scholastic Research)	88–89							●	

APPENDIX

References	90–91								
Index	92–95	●	●	●	●	●	●	●	●
Notes	96–97								

Please see the Index for a comprehensive listing of all studies by more categories, including type of assessment, results disaggregated by student group, and research design.

For more resources, visit research.scholastic.com.

INTRODUCTION

For decades, ongoing attention has been directed towards the dire need for improvements in adolescent literacy. While this focus has yielded some positive results, such as small but significant gains in eighth- and twelfth-graders’ reading performance on the 2009 National Assessment of Education Progress, the percentage of students performing at or above the Basic level did not change significantly from 2009 to 2011 (National Center for Education Statistics 2009, 2011). The concern over persistent achievement gaps remains; hence, sweeping changes in the way that the nation handles these discrepancies are underway.

In response to the lackluster performance of too many students, the Common Core State Standards (CCSS) were rolled out, which demand that students be prepared for success in college and careers in a globally competitive society by the end of high school. A daunting task, yet one *READ 180* Next Generation (NG) is prepared to meet. Released in 2011, *READ 180* Next Generation is the result of an ambitious, multiyear research and development effort aimed at bringing *READ 180* into full alignment with the rigorous expectations of the Common Core.

Since the initial launch of *READ 180* in 1999, years of effectiveness research, combined with reports of its practical use in classrooms around the country, have contributed to the ongoing refinement and improvement of the program. Now, with the nation’s focus on the Common Core, *READ 180* Next Generation holds a pivotal place in meeting the demands of the standards. By individualizing and adapting practice with the necessary foundational reading skills, *READ 180* Next Generation is the on-ramp that allows struggling readers to access more complex texts. *READ 180* instruction, aligned to Common Core, includes the critical analysis and synthesis of texts that reflect the literature found in the real world (National Governors Association Center for Best Practices (NGACBP), Council of Chief State School Officers (CCSSO), 2010). Additionally, *READ 180*’s instructional approach, which includes the use of data dashboards replete with student self-monitoring tools, supports the CCSS goal of having all students, even those who are struggling, become self-directed learners (NGACBP, CCSSO, 2010).

With many new Common Core enhancements, *READ 180* Next Generation builds on its proven instructional model to address specific expectations of each of the four anchor standards. In reading, *READ 180* Next Generation meets the criteria by offering a range of quality texts—including increased percentages of informational texts that meet CCSS recommendations—with embedded text-based comprehension questions that build Higher Order Thinking skills and that accelerate students to grade level. In writing, *READ 180* Next Generation meets the

criteria by providing opportunities for students to write every day, including arguments that are supported with evidence, wrap-up projects that synthesize what has been read and apply it to real-world research questions and research papers. In their writing, students employ technology in the process. Academic discussions, oral summaries, eReads, morphology, and grammar practice are included to meet the speaking and listening standards, as well as the language standards. Across all parts of the *READ 180* Next Generation instructional model, students track their own progress on the digital Student Dashboard. For greater accessibility, *READ 180* Next Generation is also available for iPad®.

As a mission-driven company focused on helping all students learn, research is at the heart of everything that Scholastic Education does. From its inception, *READ 180* has been built upon a foundation of the best research, and in consultation with the top educational researchers. But it does not stop there; *READ 180* is continuously validated and improved upon to ensure that every student is engaged, every teacher effective, and every leader empowered. *READ 180* is arguably the most thoroughly researched reading intervention program ever created. More than a decade of validation through research and practice have affirmed *READ 180*’s effectiveness and informed further development of the program.

For example, a What Works Clearinghouse (WWC) review concluded that the extent of evidence for *READ 180*’s impact on student achievement is

medium for comprehension and large for general literacy achievement (WWC, 2009). Similarly, *READ 180* was one of four programs out of over 100 considered for review earning the label of Moderate Evidence of Effectiveness in a 2008 report by Johns Hopkins University’s Center for Data-Driven Reform in Education (Slavin, Cheung, Groff, & Lake, 2008).

In a recent study published in the peer-reviewed journal, *Educational Evaluation and Policy Analysis*, Kim et al. (2011) found that *READ 180* had a significant positive effect on reading comprehension and vocabulary for fourth through sixth grade students in an after-school program, the majority of whom (95%) had previously scored below proficient on a state assessment of English language arts. This work followed up on a 2010 study in which Kim et al. found that *READ 180* had a significant positive effect on reading fluency and attendance rates for even lower performing fourth grade students, also in an after-school program.

In the 2006 to 2011 Striving Readers studies, schools in four school districts that used *READ 180* for a period ranging from one to five years showed significant increases in reading achievement for struggling students. In Newark, New Jersey, significant impacts were shown for all students, including important student population groups of boys, African Americans, and students with disabilities. *READ 180* was shown to have a significant overall impact on incarcerated students in Ohio Department of Youth Services facilities, the

¹An initiative of the U.S. Department of Education’s Institute of Education Sciences, the What Works Clearinghouse (WWC) is a central source of scientific evidence for what works in education. The full review is available on the WWC website at whatworks.ed.gov.

²The Best Evidence Encyclopedia (BEE), developed by Johns Hopkins University’s Center for Data-Driven Reform in Education, presents reviews of research-proven educational programs to help policy makers, principals, teachers, and researchers. The full review is available on the BEE website at bestevidence.org.

³The Striving Readers program was funded by the U.S. Department of Education with two aims: 1) to raise middle and high school students’ literacy levels in Title I-eligible schools with significant numbers of students reading below grade-levels; and 2) to build a strong, scientific research base for identifying and replicating strategies that improve adolescent literacy skills. The full reviews are available on the Striving Reader’s website at ed.gov/programs/strivingreaders.

INTRODUCTION continued

majority of whom were male and African American, and a large percentage of whom were students with disabilities. Additionally, *READ 180* was shown to have significant impacts for students in the urban-suburban school district of Springfield-Chicopee, Massachusetts and the urban school district of Milwaukee, Wisconsin, both of which contained large percentages of economically disadvantaged students.

Additional studies conducted by Scholastic have found *READ 180* to be effective for English language learners (ELL). In a bronze level study conducted in Deer Valley Unified School District, Arizona, ELL fourth through eighth grade students made significant gains on various assessments after using *READ 180* for a year (2012). Likewise, in Lawrence Public Schools, Massachusetts, elementary, middle, and high school ELL students showed achievement gains on two state assessments (2009).

Given the current federal push for evidence of ROI—the return on investment in education spending—a study conducted by Whiteboard Advisors (2013) found *READ 180* to be an integral part of California’s Napa Valley Unified School District’s model of smart investment management by delivering academic progress and resulting in cost savings. Not only did students using *READ 180* make significant gains on the state assessment, the district tracked lower referral rates into special education, as well as lower numbers of expulsions and suspensions, since using the program.

This compendium of *READ 180* research contains 40 studies, approximately half of which were conducted by third-party firms, with about half of these being independently funded. The studies take place in a variety of settings in school districts across the country from 1999 to 2012. Summarized are correlational and descriptive studies, as well as randomized or quasi-experimental studies. Reports on reading gains for the general student population and in some cases for specific demographic groups of students are provided. Not only have the studies in this compendium shown that *READ 180* meets the literacy needs of even the most challenged students, the findings of these studies have been integral in informing new and better versions of the program, including the most recent *READ 180* Next Generation.

From its inception, *READ 180* has been built upon a foundation of the best research, and in consultation with the top educational researchers. But it does not stop there; *READ 180* is continuously validated and improved upon to ensure that every student is engaged, every teacher effective, and every leader empowered.

READ 180 WORKS

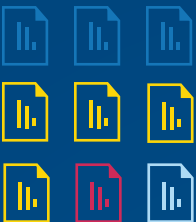
● Elementary ● Middle School ● High School ● Other Educational Settings

NUMBER OF STUDIES BY STUDENT GROUP*

ECONOMICALLY DISADVANTAGED



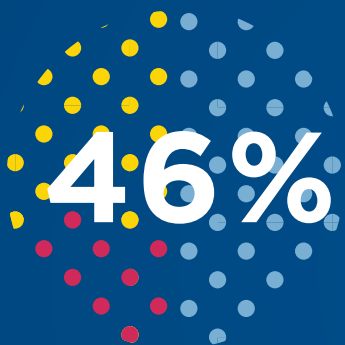
ENGLISH LANGUAGE LEARNERS



ETHNICITY



STUDENTS WITH DISABILITIES



Almost one in two studies (46%) are Independently Funded with a quarter of those studies funded by the United States Department of Education.



11

STUDIES MEET EVIDENCE STANDARDS



7

STUDIES ARE PEER REVIEWED

NUMBER OF PROGRAM YEARS

FIFTEEN

STUDENTS IMPACTED*

60,221



49%

Elementary School Students

28%

Middle School Students

19%

High School Students

4%

Other Educational Settings



*The infographics on this page represent the studies included in this compendium. More results can be found online at research.scholastic.com.

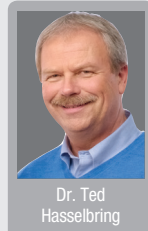
TIMELINE

1985–1996

EARLY RESEARCH

1985–1996

Partially funded by a grant from the **U.S. Department of Education's Office of Special Education programs**, research by Dr. Ted Hasselbring of Peabody College, Vanderbilt University, the nation's #1 graduate school of education, leads to a breakthrough prototype for software that uses individual student performance data to differentiate reading instruction.



Dr. Ted Hasselbring



VANDERBILT UNIVERSITY®

1994–1996

Dr. Hasselbring joins forces with **Dr. Janet Allen of the University of Central Florida** and Florida's Orange County public school system to create the Orange County Literacy Project for its lowest-performing students. The project's instructional model, rooted in research-proven literacy practices, becomes the basis of the *READ 180* Instructional Model.



1997–1999

FIELD TESTING

1997

Scholastic enters into collaboration with Vanderbilt University to replicate the best practices of their research in a published program. *READ 180* adopts the **Lexile Framework® for Reading** developed by **Dr. Jack Stenner of MetaMetrics, Inc.**, as its leveling system. The framework provides a common metric for measuring text difficulty and student reading level.



1998–1999

Council of the Great City Schools pilots *READ 180* in some of its largest urban schools and enters into a research partnership to study the efficacy of the program.



Scholastic publishes

READ 180, which is immediately implemented in hundreds of schools nationwide.

2003–2006

VALIDATION AND IMPLEMENTATION

2003

Dr. Sally Shaywitz came out with the breakthrough book ***Overcoming Dyslexia***, where she states that the most successful programs for students with dyslexia emphasize the same core elements: practice manipulating phonemes, building vocabulary, increasing comprehension and improving the fluency of reading, and cites *READ 180* as a suitable intervention.

2004–2005

READ 180 aligns with all 15 structural and instructional recommendations contained in the report ***Reading Next: A Vision for Action and Research in Middle and High School Literacy*** (Biancaro & Snow, 2004).



Dr. Kevin Feldman

Through continued collaboration with **Dr. Ted Hasselbring** and a new partnership with **Dr. Kevin Feldman** and **Dr. Kate Kinsella**, Scholastic launches *READ 180* Enterprise Edition.

ENTERPRISE EDITION

- Structured engagement routines are added to ensure full participation by ALL learners, including English learners.

- In addition to Spanish, second language support in four new languages is added: **Vietnamese, Hmong, Cantonese, and Haitian Creole.**

- The Scholastic Achievement Manager (SAM) is introduced.



2006

The Alliance for Excellent Education and the Carnegie Corporation publish **Writing Next**, outlining best practices in writing for older, struggling readers. *READ 180* writing instruction aligns with all recommendations.



Dr. Bill Daggett and the **International Center for Leadership in Education** (ICLE) champion *READ 180* as the reading intervention program that most closely aligns with the center's recommendations on secondary school reform.

2006–2013

CONTINUED AND SUSTAINED IMPROVEMENT BASED ON BEST PRACTICES

2006–2007

The **Florida Center for Reading Research** (FCRR) completes an independent and thorough review of *READ 180* Enterprise Edition at the request of Florida districts and documents **multiple strengths and no weaknesses.**

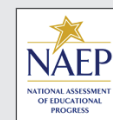
The Council of Administrators of Special Education

(CASE) endorses *READ 180* for use with special education students, and was re-endorsed in 2012.



2007

National Assessment of Educational Progress (NAEP) begins measuring writing skills of fourth-, eighth-, and twelfth-grade students in narrative, informative, and persuasive formats.



2007–2008

Dr. Kate Kinsella, co-author of the *READ 180 rBook®*, creates the **LBook**. Tested in classrooms throughout California by Dr. Kinsella, the **LBook** provides explicit



Dr. Kate Kinsella

systematic instruction for English learners who may be at differing levels of English proficiency.



Hartry, Fitzgerald, and Porter (2008) present positive outcomes of *READ 180* implemented in afterschool programs in the **Harvard Educational Review** article "Implementing a Structured Reading Program in an Afterschool Setting: Problems and Potential Solutions."



READ 180 is evaluated in the July–September 2008 issue of **Reading Research Quarterly** in an article titled "Effective Reading Programs for Middle and High Schools: A Best Evidence Synthesis,"



by Slavin, Cheung, Groff, and Lake (2008) of the Center for Data-Driven Reform at Johns Hopkins University. **The meta-analysis provides a positive assessment of *READ 180* showing more evidence of effectiveness than the other 121 programs considered in the review.** These results are also summarized on the **Best Evidence Encyclopedia** website (www.bestevidence.org) where *READ 180* is cited as **Top Rated Program** for Middle/High School having Moderate Evidence of Effectiveness.

Dr. Marilyn Jager Adams, author of *Learning to Read*, leads the development of *System 44®*, a breakthrough foundational system combining the very best thinking on **research-based phonemic awareness and phonics instruction** for older students with the power of state-of-the-art adaptive technology.



Dr. Marilyn Jager Adams

Dr. Julie Washington, a leading authority on **articulation and standard classroom English**, builds instructional support for students who speak a community dialect and struggle with academic English.



Dr. Julie Washington

2009

READ 180 takes its Teaching System to the Web with the ***READ 180 Interactive Teaching System***.

The ***Journal of Research on Educational Effectiveness*** publishes a Gold-Standard (randomized controlled trial) study of adolescent reading interventions done by the Florida Center for Reading Research (FCRR) and Florida State University that reveals significant gains with *READ 180* (Lang, Torgesen, Vogel, Chanter, Lefsky & Petscher, 2009).



A review by the federal **What Works Clearinghouse (WWC)** concludes that the extent of evidence for *READ 180* is "medium to large for comprehension and medium to large for general literacy achievement."



2009–2010

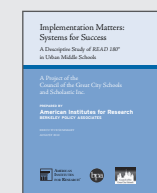
Scholastic Research & Development continues to develop new *READ 180* components to add more rigorous reading and to prepare students for college and careers including *READ 180* Stretch, Xtra Advance, and the Real Jobs Library.

2010

The initiative for **Common Core State Standards** publishes standards that provide a consistent, clear understanding of what students are expected to know and be able to do.



Scholastic, the Council of the Great City Schools, and the American Institutes for Research release ***Implementation Matters: Systems for Success*** (Saling, Moorthy, Toplit, Jones, & Rosenthal, 2010). Implementation Matters outlines district-wide conditions that sustain on-model implementation of *READ 180* in urban school districts.



2011

U.S. DOE funded Striving Readers program results show that *READ 180* significantly increased reading achievement for struggling students in several school districts across the country.



A U.S. DOE funded evaluation of *READ 180* published in **Educational Evaluation and Policy Analysis** found that students who used *READ 180* after-school outperformed the control group on measures of reading comprehension and vocabulary (Kim, Capotosto, Hartry & Fitzgerald, 2011).



Scholastic launches ***READ 180 Next Generation***. With *READ 180* Next Generation, leadership will have more visibility into implementation metrics, allowing for a greater ability to course-correct in real-time. Teachers will have a simpler, easier to use instructional system with a more directed path for data-driven differentiated instruction, and students will be more engaged and will have more ownership of their learning.



2012

A review by the **National Center on Intensive Intervention** (NCII) concluded that the extent of evidence ranged from "partially convincing to convincing" demonstrating that *READ 180* is effective as an RTI model.

2013

Scholastic launches ***READ 180 Next Generation, built for the Common Core***. *READ 180* Next Generation includes more rigor throughout, new grade-level text, new text-dependent questions, more nonfiction, new performance-based assessments and a new Writing Zone—all **available for iPad**.



CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, TX

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2008–2009
Grades: 4–5, 7–12
Assessment: Texas Assessment of Knowledge and Skills (TAKS) Reading, *Scholastic Reading Inventory* (SRI)
Participants: N=2,799
Implementation: 90-minute model

OVERVIEW

Located outside of Houston, the Cypress-Fairbanks Independent School District (CFISD) enrolls more than 104,000 students in 50 elementary schools, 16 middle schools, 11 high schools, and four special program facilities. At the time of the study, the district’s student population was largely Hispanic (43%) and Caucasian (29%), followed by African American (16%), Asian American (8%), Native American (less than 1%), and Pacific Islander (less than 1%) students. Just under half (42%) of all students received free and reduced-price lunch through the National School Lunch Program; 16% of all students were English language learners (ELL).

Growing interest in research-based education inspired district leaders to pilot *READ 180* as a reading intervention program with a cohort of fifth graders in spring 2007. Due to the pilot’s success, the district expanded *READ 180* to 31 elementary schools, 16 middle schools, and 11 high schools.

READ 180 was used as an intervention program for fourth-through twelfth-grade students who were reading below proficiency. Texas Assessment of Knowledge and Skills (TAKS) Reading and *Scholastic Reading Inventory* (SRI) data, along with teacher recommendations and grades, were used to identify and place students in the program.

► The percentage of *READ 180* middle school students achieving proficiency on the TAKS more than quadrupled.

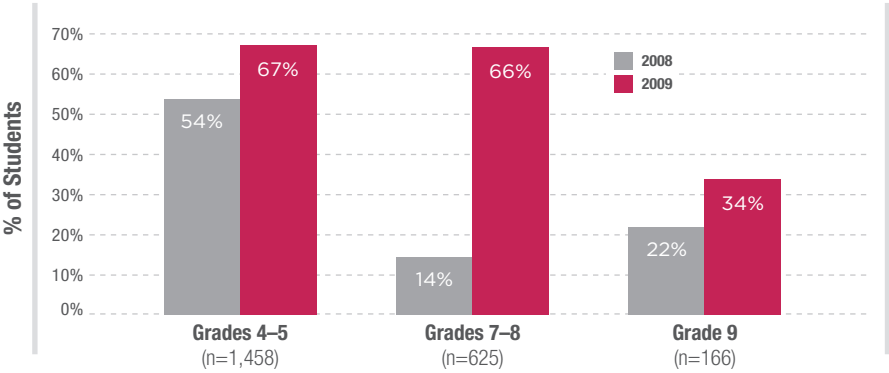
RESULTS

TAKS Reading and SRI data were collected and analyzed for students who used the program during the 2008–2009 school year. TAKS Reading data was obtained from a total of 2,249 students in Grades 4, 5, 7, 8, and 9 with valid pretest and posttest data. *READ 180* students in Grades 4–5 and 7–12 were included in the SRI analysis, comprising a total sample of 2,799 students with valid pretest and posttest SRI data.

Across all grades in this analysis, the percentage of *READ 180* students achieving Proficiency on TAKS Reading increased from 2008–2009 (Graph 1). Results were particularly impressive for middle school students who demonstrated more than a four fold increase in proficiency rates on the TAKS. When results were disaggregated by education classification, upper elementary and middle school students with disabilities also exhibited gains. The percentage of upper elementary and middle school students with disabilities achieving Proficiency on the TAKS improved from 40% to 56% and from 16% to 60%, respectively, mirroring the overall findings for these grade levels. While the overall percentage of ninth grade students achieving Proficiency increased (Graph 1), TAKS reading proficiency level for ninth graders with disabilities remained the same from 2008 to 2009 (30%) (Graph 2).

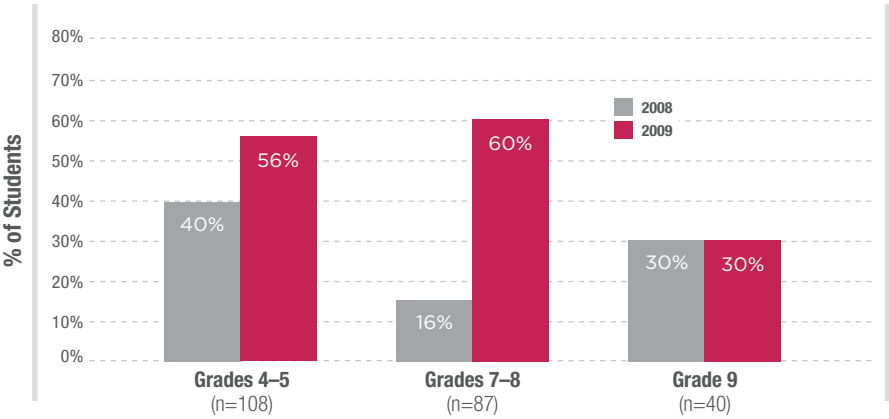
The SRI results revealed similar trends in reading performance for students in all three school levels. Upper elementary, middle, and high school students gained 1.9, 1.8, and 2.5 grade levels, respectively (Graph 3). Findings also indicated that, on average, 76% of elementary students and 69% of middle and high school students demonstrated 1.0 or more years of reading growth on SRI.

GRAPH 1
Cypress-Fairbanks Independent School District *READ 180* Students, Grades 4, 5, 7, 8, 9 (N=2,249)
Percentage of Students Achieving Proficiency on TAKS Reading by Grade, 2008 and 2009

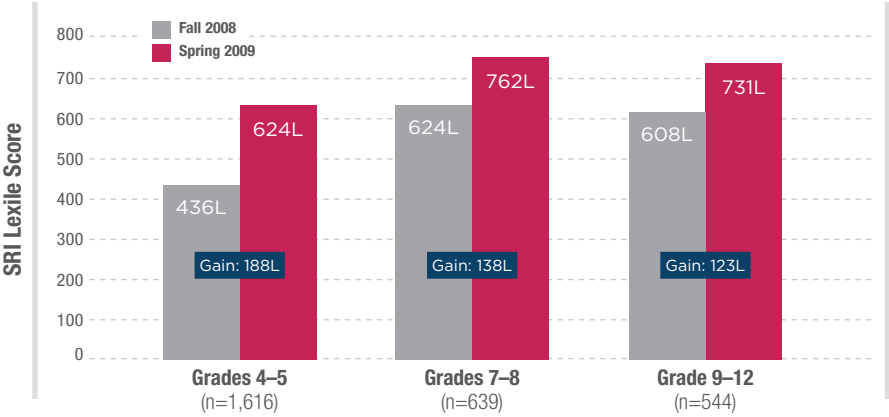


Upper Elementary Studies

GRAPH 2
Cypress-Fairbanks Independent School District *READ 180* Students With Disabilities, Grades 4, 5, 7, 8, 9 (N=235)
Percentage of Students Achieving Proficiency on TAKS Reading by Grade, 2008 and 2009



GRAPH 3
Cypress-Fairbanks Independent School District *READ 180* Students, Grades 4–5 and 7–12 (N=2,799)
Performance on SRI by Grade, Fall 2008 and Spring 2009



Note. On average, upper elementary students (Grades 4–5) gained 1.9 grade levels, middle school students (Grades 7–8) gained 1.8 grade levels, and high school students (Grades 9–12) gained 2.5 grade levels.

DEER VALLEY UNIFIED SCHOOL DISTRICT, AZ

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2010–2011
Grades: 4–8
Assessment: Arizona’s Instrument to Measure Standards (AIMS); *Scholastic Reading Inventory* (SRI)
Participants: N=1,036
Implementation: 90-minute model

OVERVIEW

Deer Valley Unified School District (DVUSD), located in central Arizona, serves approximately 36,000 students in 37 schools, nine of which receive Title I funding. At the time of the study, 60% of *READ 180* students in DVUSD were male, 47% were students with disabilities, and 26% were English language learners (ELL). Sixty percent were Caucasian, 31% were Hispanic, 4% were African-American, 2% were Asian, 2% were Native American, and less than 1% were Native Hawaiian.

DVUSD adopted *READ 180* to improve the reading skills of elementary and middle school students who performed at the Falls Far Below or Approaching reading standard on the Arizona’s Instrument to Measure Standards (AIMS) and who also performed poorly on *Scholastic Reading Inventory* (SRI), a measure of reading comprehension. Additionally, students with a reading disability were placed into *READ 180*.

► ***READ 180* students in Deer Valley make significant gains on Arizona state test.**

RESULTS

AIMS Reading Test and SRI scores for 1,036 *READ 180* students were obtained during the 2010–2011 school year.

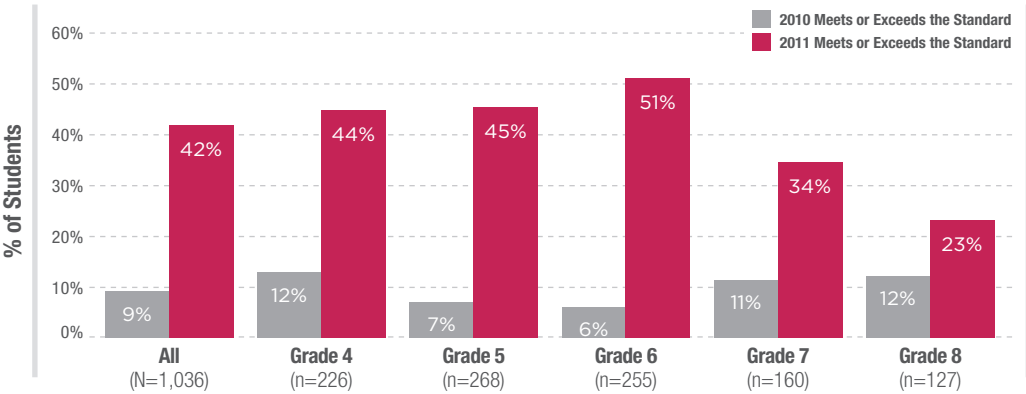
Findings show that after one year of *READ 180*, students demonstrated significant gains on the AIMS Reading Test (Graph 1). Overall, the percentage of *READ 180* students meeting the standard increased significantly from 9% in 2010 to 42% in 2011. Students in the fifth and sixth grades made the largest improvements, with the percentage of students meeting or exceeding the standard increasing by 38% and 45%, respectively.

When the results were disaggregated by students with disabilities and ELLs, these significant positive trends continued (Graph 2). The percentage of *READ 180* students with disabilities meeting or exceeding the AIMS standard more than doubled—from 11% in 2010 to 27% in 2011. In addition, the percentage of *READ 180* ELLs meeting or exceeding the standard increased substantially—from 6% in 2010 to 37% in 2011.

Further disaggregation of this data indicated that all ethnic groups demonstrated significant increases in the percentage of students meeting or exceeding the AIMS standard from 2010 to 2011 (Graph 3).

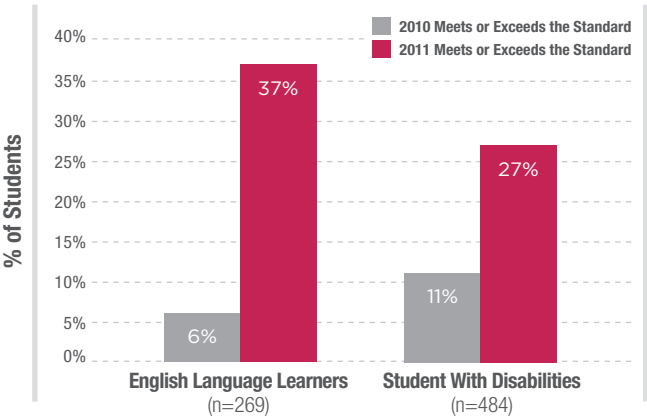
Consistent with the AIMS Reading test findings, *READ 180* students evidenced significant gains in reading comprehension on SRI during the 2010–2011 school year. On average, *READ 180* students improved from a pretest score of 312 Lexile (L) measures to a posttest score of 556L, resulting in a statistically significant gain of 243L. When the data were disaggregated by grade, all grades achieved significant Lexile gains that exceeded annual growth expectations. In addition, students with disabilities, ELLs, and all ethnic groups demonstrated significant Lexile gains from 2010 to 2011.

GRAPH 1
Deer Valley Unified School District *READ 180* Students, Grades 4–8 (N=1,036)
Performance on AIMS Reading Standard by Grade, 2010 and 2011

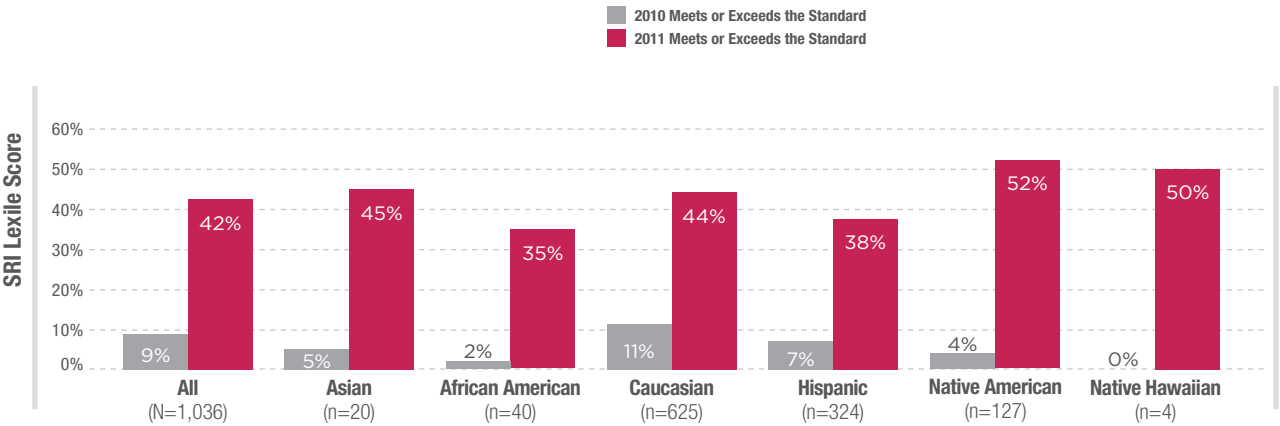


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GRAPH 2
Deer Valley Unified School District *READ 180* Students, Grades 4–8 (N=753)
Performance on AIMS Reading Standard by Disability and ELL Status, 2010 and 2011



GRAPH 3
Deer Valley Unified School District *READ 180* Students, Grades 4–8 (N=1,036)
Performance on AIMS Reading Standard by Ethnicity, 2010 and 2011



IREDELL-STATESVILLE SCHOOLS, NC

AUTHOR: N. ADMON

STUDY PROFILE

Evaluation Period: 2002–2003
Grades: 4–8
Assessment: North Carolina End-of-Grade (NC EOG) Reading Comprehension Test
Participants: N=441
Implementation: 90-minute model

OVERVIEW

Iredell-Statesville Schools began implementing *READ 180* in the 2002–2003 school year to increase literacy levels among students scoring at Performance Level I or II, as defined by North Carolina’s achievement levels on the North Carolina End-of-Grade (NC EOG) test. During the period of this study, *READ 180* was used in fourth through eighth grade at five elementary schools and seven middle schools. Schools with the highest Title I funding were chosen to participate in the *READ 180* program.

The district’s demographics in 2002–2003 included 12.5% Exceptional Children and 4% English language learners (ELL). Approximately one-third of the students received free and reduced-priced lunch through the National School Lunch Program, and 14 of 19 elementary schools received Title I funding.

► *READ 180* students, including elementary and Hispanic students, demonstrated significant improvements on the NC EOG.

RESULTS

In order to measure the impact of *READ 180* on student achievement, results from the NC EOG Reading Comprehension Test were gathered for 441 *READ 180* students during the 2002–2003 school year (Admon, 2003).

Findings reveal that, on average, fourth- through eighth-grade *READ 180* students evidenced gains on the NC EOG Reading Comprehension Test. The fifth-grade *READ 180* students made a particularly notable gain, with an increase from 238.9 scale score points in 2002 to 248.4 scale score points in 2003, for a gain of 10.3 scale score points. As Table 1 shows, the NC EOG gain demonstrated by the fifth-, seventh-, and eighth-grade *READ 180* students was more than twice the expected annual growth.

In addition, data show that approximately half (51%) of all students in Grades 4 through 8 improved at least one achievement level on the NC EOG Reading Comprehension Test from 2002 to 2003. In the fifth and eighth grades, more than 60% of the students improved one performance level (Graph 1).

Among ethnic groups, Hispanic students showed the greatest gain (8.5 scale score points) on the NC EOG (Graph 2).

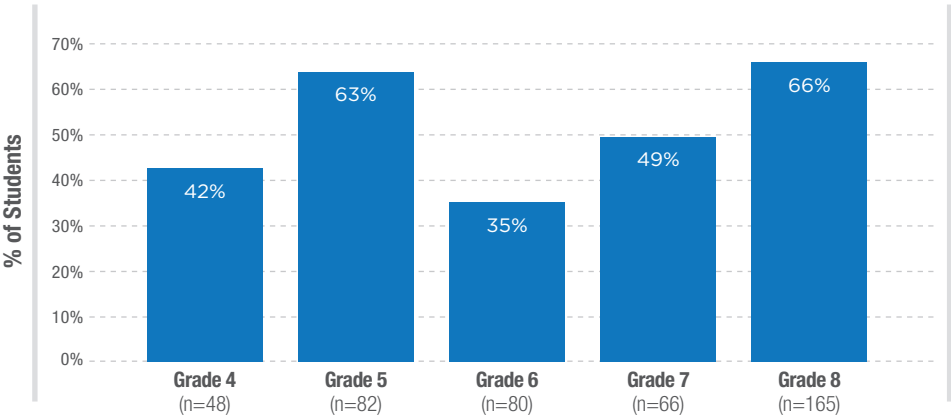
TABLE 1
Iredell-Statesville *READ 180* Students, Grades 4–8 (N=441)
Performance on NC EOG Reading Comprehension Test, 2002 and 2003

Grade	N	Mean Pretest (SD) Spring 2002	Mean Posttest (SD) Spring 2003	Actual Gain	Expected Growth
4	48	236.5 (4.6)	242.8 (6.1)	6.9	5.2
5	82	238.9 (4.6)	248.4 (5.7)	10.3*	4.6
6	80	244.6 (5.7)	248.2 (6.2)	4.1	3.0
7	66	243.1 (4.6)	251.1 (6.6)	8.0*	3.3
8	165	247.8 (4.7)	255.5 (6.3)	7.3*	2.7

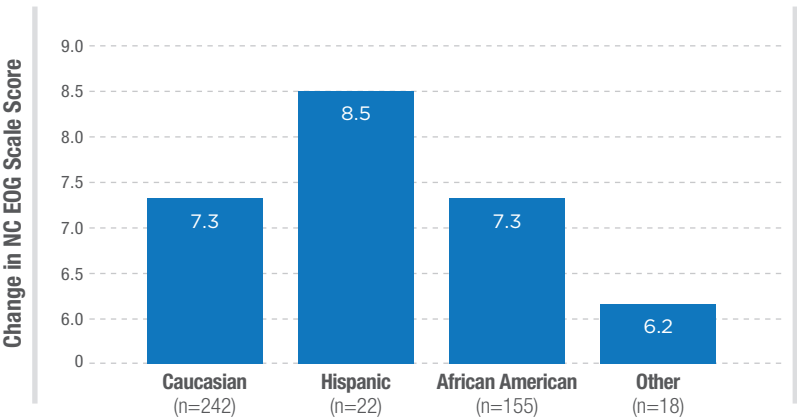
*Actual gain is more than twice the expected growth.

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GRAPH 1
Iredell-Statesville *READ 180* Students, Grades 4–8 (N=441)
Percentage of Students Improving One Reading Level on NC EOG Reading Comprehension Test by Grade, 2002 to 2003



GRAPH 2
Iredell-Statesville *READ 180* Students, Grades 4–8 (N=437)
Change in NC EOG Reading Comprehension Test Score by Ethnic Group, 2002 to 2003



JOPLIN SCHOOL DISTRICT, MO

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2011–2012
Grades: 3–9
Assessment: *Scholastic Reading Inventory* (SRI)
Participants: N=337
Implementation: 90-minute model

► **READ 180** Next Generation instruction results in significant fall-to-spring gains in reading achievement.

OVERVIEW

Joplin School District enrolled 7,785 students in Grades PreK through 12 in 2011. During the 2011–2012 school year, students from seven elementary schools, three middle schools, and one high school in Joplin School District were selected to participate in a partnership with *READ 180* Next Generation (NG). Of the *READ 180* NG students, 74% were Caucasian, 10% were African American, 9% were Hispanic, 3% were Asian, 2% were Native American, and 2% were multiracial. Half of the students (50%) were students with disabilities, 5% were English language learners (ELL), and 76% received free or reduced-price lunch.

Students received 90 minutes of *READ 180* NG instruction daily in place of the district’s regularly implemented English Language Arts (ELA) course. *READ 180* NG usage data was collected with the Scholastic Achievement Manager (SAM) during student use of the software program to determine the amount of time students spent on the software. The number of sessions that took place during this time, as well as the number of *READ 180* NG segments that were completed, were collected.

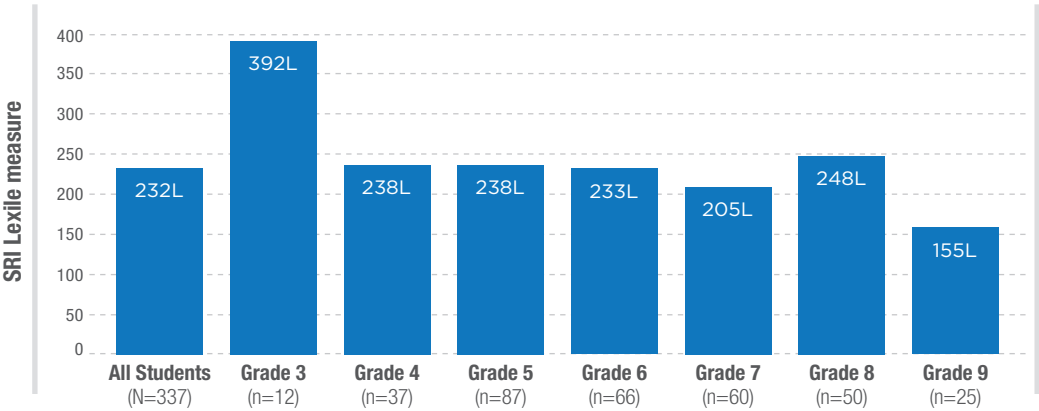
RESULTS

A total of 337 students who participated in *READ 180* NG were included in the analytic sample. Lexile (L) measure from the *Scholastic Reading Inventory* (SRI) were used to measure fall-to-spring gains in reading achievement over the course of the school year. Overall, *READ 180* NG students experienced a significant average fall-to-spring Lexile gain of 232L, with 80% of students meeting or exceeding their individual yearly Lexile growth expectations (Graph 1). When broken down by grade, the Lexile gains experienced by Grades 4 through 9 were significant (the third grade sample was too small to analyze statistically). Sixty-four percent of ninth graders met or exceeded their individual yearly Lexile growth expectations, as did 80% of eighth graders, 82% of seventh graders, 80% of sixth graders, 86% of fifth graders, 62% of fourth graders, and 83% of third graders.

Students with disabilities experienced a significant average fall-to-spring Lexile gain of 200L (Graph 2). Sixty percent of students with disabilities met or exceeded their individual yearly Lexile growth expectations, as did 88% of general education students.

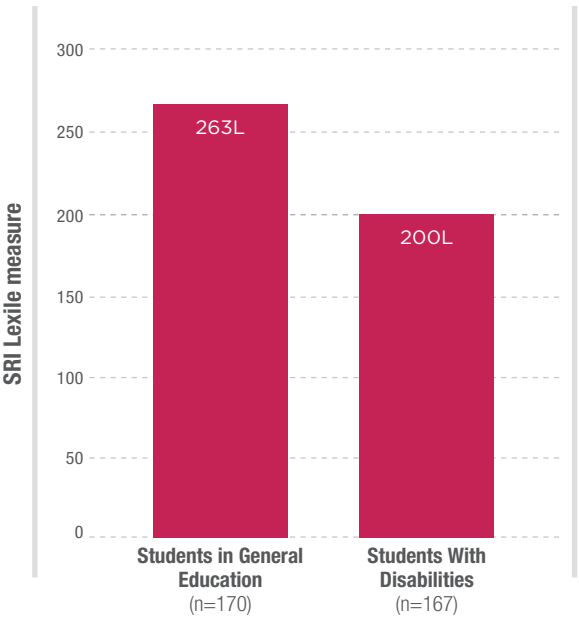
Across the grades, students used the software an average of 30.7 hours over the year. An average of 103 sessions took place during this time, which resulted in the completion of 17 segments. It took students approximately 1.8 hours, or 6 sessions, to complete a segment. As Graph 3 displays, students who completed more software segments demonstrated greater Lexile gains than students who completed fewer segments.

GRAPH 1
Joplin School District *READ 180* NG Students, Grades 3–9 (N=337)
Performance on SRI, 2011 to 2012

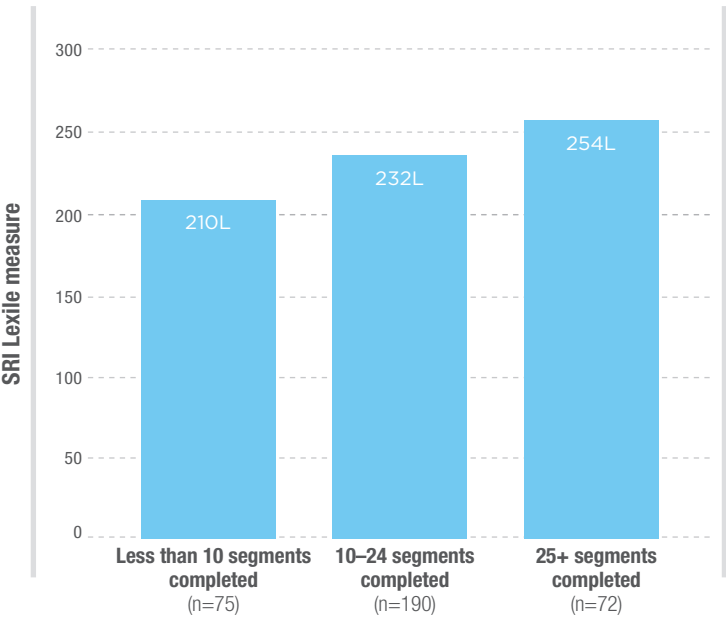


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GRAPH 2
Joplin School District *READ 180* NG Students With Disabilities, Grades 3–9 (N=337)
Performance on SRI, 2011 to 2012



GRAPH 3
Joplin School District *READ 180* NG Students, Grades 3–9 (N=337)
Performance on SRI as a Function of Software Usage, 2011 to 2012



LAWRENCE PUBLIC SCHOOLS, MA

AUTHOR: LAWRENCE PUBLIC SCHOOLS; SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2008–2009
Grades: 4–10
Assessment: Massachusetts Comprehensive Assessment System English Language Arts (MCAS ELA), Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)
Participants: N=426
Implementation: 90-minute model (13 schools); 60-minute model (1 school)

OVERVIEW

Lawrence Public Schools (LPS) began using *READ 180* with nine schools in the 2005–2006 school year. By the 2008–2009 school year, 15 schools (9 elementary and middle schools, and six high schools), 38 classes, 34 teachers, and 513 students were using *READ 180*. More than half (53%) were general education students, 32% were students with disabilities, 12% were English language learners (ELL), and 4% were both ELL and had a disability. The majority, 83%, of *READ 180* students were in fourth through eighth grade.

Upon conclusion of the 2008–2009 school year, the Office of Assessment and Accountability in LPS gathered numerous data sources to compile a comprehensive picture of *READ 180* students’ literacy achievement. Findings from the analysis were summarized by Scholastic Research (2010) for 426 students enrolled in *READ 180* who had both pretest and posttest data during the 2008–2009 school year.

► *READ 180* students in elementary, middle, and high schools achieved gains across the board on the MCAS ELA and NWEA MAP assessments.

RESULTS

Data from the Massachusetts Comprehensive Assessment System English Language Arts (MCAS ELA) and Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) were collected from *READ 180* students during the 2008–2009 school year.

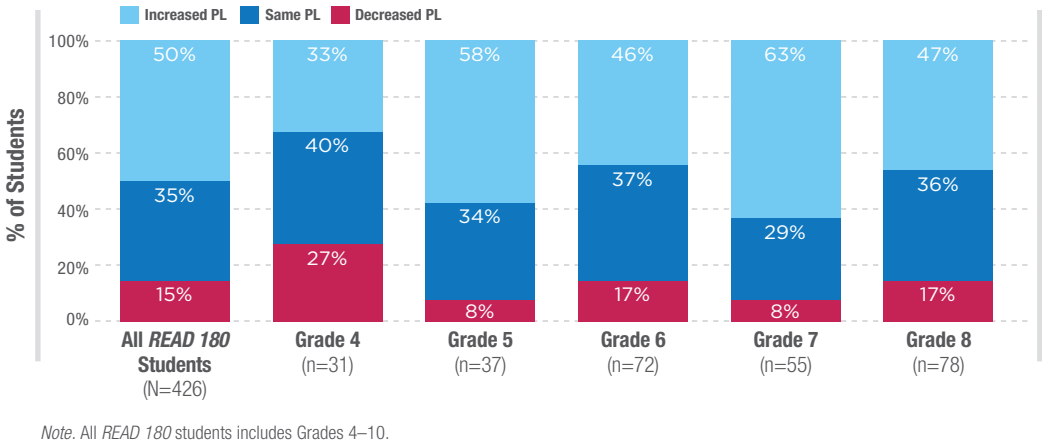
Findings show *READ 180* students demonstrated measurable gains on the MCAS ELA from 2008 to 2009. Overall, 50% of all *READ 180* students increased their Performance Level by more than one category. Students in the fifth and seventh grades made the largest improvement, with 58% of fifth graders and 63% of seventh graders increasing their scores by at least one Performance Level (Graph 1). When the data were disaggregated by educational classification, these positive trends continued. Just over half (55%) of general education students improved their performance level on the MCAS ELA; similarly, nearly half of the students with dual classifications (disability and ELL) increased at least one performance level from 2008 to 2009 (Graph 2).

Using historical MCAS and NWEA MAP data, the Office of Assessment and Accountability in LPS aligned MAP Rasch Unit (RIT) scores with the MCAS Performance Levels. RIT scores are used to calculate yearly expected growth targets on NWEA MAP, in order to meet MCAS performance benchmarks. Student performance on NWEA MAP is then labeled as falling below the target (Below Target), meeting the target (Met Target), or scoring above the target (Above Target).

Results from the 2009 MAP revealed that *READ 180* general education and ELL students made the greatest progress over the course of the year, with 67% and 56% meeting or exceeding the target, respectively. Performance improvements trailed closely behind for students with disabilities and students with dual classifications (disability and ELL), with 53% and 50% meeting or exceeding the target, respectively (Table 1).

GRAPH 1

Lawrence Public Schools *READ 180* Students, Grades 4–10 (N=426)
Percentage of Students Increasing or Decreasing Performance Level (PL) on MCAS ELA by Grade, 2008 to 2009



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GRAPH 2

Lawrence Public Schools *READ 180* Students, Grades 4–10 (N=426)
Percentage of Students Increasing or Decreasing Performance Level (PL) on MCAS ELA by Student Group, 2008 and 2009

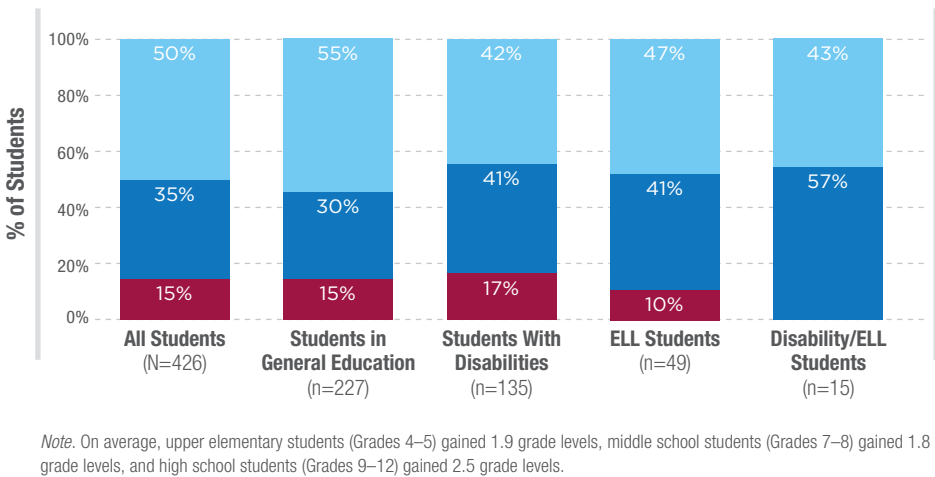


TABLE 1

Lawrence Public Schools *READ 180* Students, Grades 4–10 (N=426)
Performance on MAP RIT Reading Test by Target Level and Student Group, 2009

Program	Total Students	Below Target			Met Target			Above Target			Met/Exceed Target (%)
		N	%	Median Growth	N	%	Median Growth	N	%	Median Growth	
Gen Ed	199	67	34%	-3	27	14%	4	105	53%	13	67%
Disability	111	53	48%	-3	14	13%	5	44	40%	13	53%
ELL	43	19	44%	-3	2	5%	5	22	51%	17	56%
Disability/ELL	12	6	50%	-1	1	8%	9	5	42%	22	50%
All <i>READ 180</i>	365	145	40%	-3	44	12%	4	176	48%	13	60%

Note. The percentage of students below target declined.

NAPA VALLEY UNIFIED SCHOOL DISTRICT, CA

AUTHOR: WHITEBOARD ADVISORS

STUDY PROFILE

Evaluation Period: 2011–2012
Grades: 3–11
Assessment: California Standards Test of English Language Arts (CST ELA); California English Language Development Test (CELDT)
Participants: N=18,078
Implementation: 90-minute model

OVERVIEW

Napa Valley Unified School District (NVUSD) is representative of school districts in California, serving 18,078 students in 30 schools. Hispanic students comprise just under half the student population. Located in a demanding agricultural region, the district also serves a large migrant population.

In the 2011–2012 school year, NVUSD evaluated the effectiveness of *READ 180* for students in Grades 3 through 11. *READ 180* was first approved for use in the district in the 2005–2006 school year as a small pilot program. NVUSD monitored its success and slowly grew the program from a pilot to a district-wide service. *READ 180* was chosen by the district as it is one of the most researched competency-based reading intervention programs available. Additionally, *READ 180* is designed to support positive behavior interventions and supports (PBIS) that identify and sustain effective school-wide academic and behavioral practices that improve student outcomes. *READ 180* does this by incorporating instructional management routines, classroom engagement, clear goal setting, and rewards that may be implemented in parallel with positive behavior interventions. In these ways, *READ 180* is in line with NVUSD’s vision for improving student outcomes while reducing costs.

► Improving outcomes and reducing costs with *READ 180*.

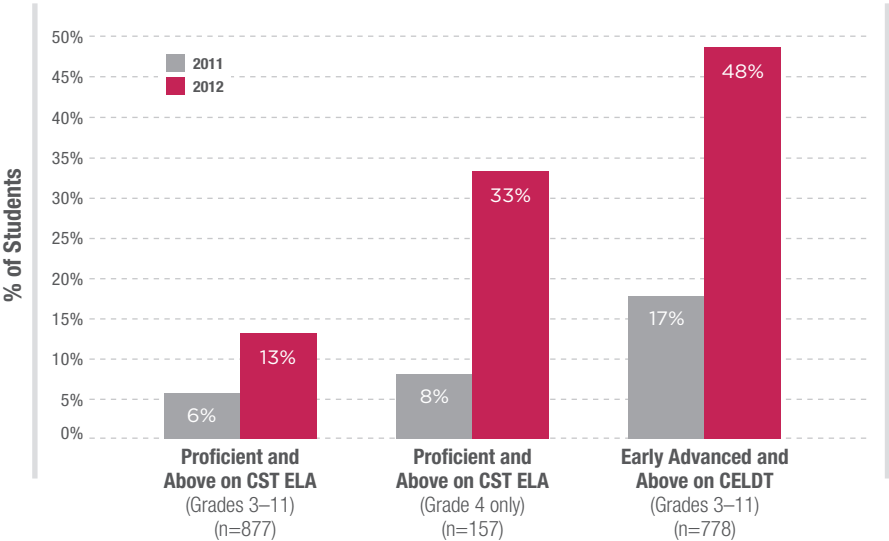
RESULTS

California Standards Test of English Language Arts (CST ELA) and California English Language Development Test (CELDT) scores were obtained for *READ 180* students in Grades 3 through 11 during the 2011–2012 school year. Results from the CST ELA and CELDT demonstrated that the district’s *READ 180* students significantly improved their reading comprehension skills (Graph 1). In the 2011, 6% of participating *READ 180* students in Grades 3 through 11 were scoring Proficient and Above on the CST ELA. In 2011–2012, this number increased to 13%, including a jump from 8% to 33% for the district’s fourth graders. The CELDT corroborated these gains. Students using *READ 180* experienced significant improvements from the 2011 to the 2012 assessment. In 2012, 48% of *READ 180* students were scoring Early Advanced and Above on CELDT, up from 17% in the prior year.

In addition, the district tracked lower referral rates into special education since 2001 (Graph 2). In 2004, the district recorded 1,164 students with specific learning disabilities. In 2011 that count dropped to 695. This trend allowed NVUSD to reduce its special education caseload, reduce its associated costs for students with specific learning disabilities, and better focus its services on its academic and behavioral priorities.

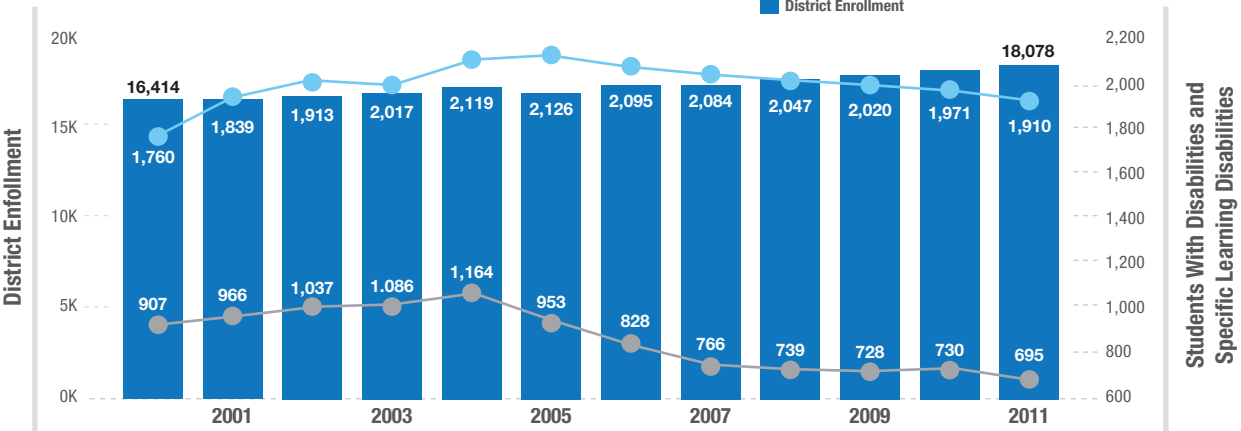
While implemented as part of the Response to Intervention model across NVUSD, the core components of *READ 180* are also in line with the district’s Positive Behavioral Intervention Program. The district has been tracking some of the ancillary benefits of their Positive Behavioral Intervention Program, which include improved behavioral outcomes and cost savings (Graph 3). In 2009, the district recorded 58 expulsions. That figure dropped to 26 expulsions in 2012, which represented \$188,660 captured by the district. Suspensions dropped from 4,881 to 2,086 from 2010 to 2012, representing \$83,850 that the district would otherwise have lost. The captured funds are reinvested back into NVUSD’s program and behavioral priorities.

GRAPH 1
Napa Valley Unified School District *READ 180* Students, Grades 3–11 (N=877)
Performance on CST ELA and CELDT, 2011 and 2012



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GRAPH 2
Napa Valley Unified School District Students, Grades K–12 (N=18,078)
Enrollment Trends, 2000 to 2011



GRAPH 3
Napa Valley Unified School District Students, Grades K–12 (N=18,078)
Suspension and Expulsion Counts and Costs 2006 to 2012



NEW YORK CITY PUBLIC SCHOOLS COMMUNITY SCHOOL DISTRICT 23, NY

AUTHOR: POLICY STUDIES ASSOCIATES

STUDY PROFILE

Evaluation Period: 2001–2002
Grades: 4–8
Assessment: New York English Language Arts (NY ELA)
Participants: N=5,236
Implementation: 90-minute model

OVERVIEW

During the 2001–2002 school year, New York City Community School District 23 (CSD23) implemented *READ 180* with students in Grades 4–8. The program was so successful that the district added Grade 3 in the 2004–2005 school year.

Policy Studies Associates (PSA), an independent research firm, examined the impact of *READ 180* on students in Grades 4–8 in 16 schools (White, Williams, & Haslam, 2005). Approximately 86% of students were African American and 90% were eligible to receive free and reduced-price lunch through the National School Lunch Program.

► Nearly twice as many *READ 180* participants scored at or above grade level on the NY ELA as compared with their nonparticipating peers.

RESULTS

PSA obtained New York English Language Arts (NY ELA) test scores for 617 *READ 180* students as well as from a comparison group of 4,619 peers during the 2001–2002 school year.

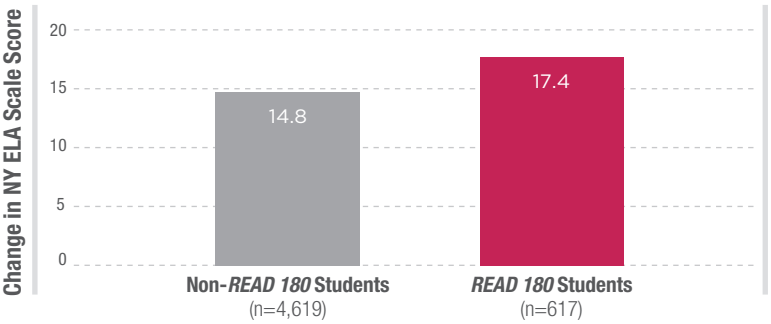
READ 180 participants averaged larger scale score gains on the NY ELA exam from the spring of 2001 to the spring of 2002 than did nonparticipants. *READ 180* participants gained an average of 17.4 scale score points, while nonparticipants in the same schools and grades gained an average of 14.8 scale score points. The difference is statistically significant (Graph 1).

Similarly, while *READ 180* African American participants gained an average of 17.2 scale score points on the NY ELA exam from spring 2001 to spring 2002, their nonparticipating African American peers averaged a gain of 14.9 points (Graph 2).

In addition, among CSD23 students who scored below grade level (Proficiency Levels 1 and 2) on the spring 2001 NY ELA, a larger proportion of *READ 180* participants than nonparticipants scored at or above grade level a year later on the spring 2002 NY ELA (21% and 11%, respectively). This difference was statistically significant (Graph 3).

GRAPH 1

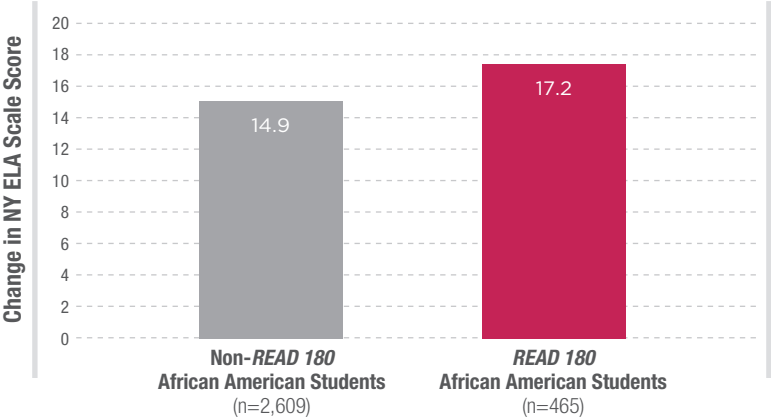
New York City Community School District 23, *READ 180* Students and Non-*READ 180* Students, Grades 4–8 (N=5,236)
Change in NY ELA Scale Score, 2001 to 2002



Note. The difference between *READ 180* and Non-*READ 180* participants is statistically significant ($p<0.05$).

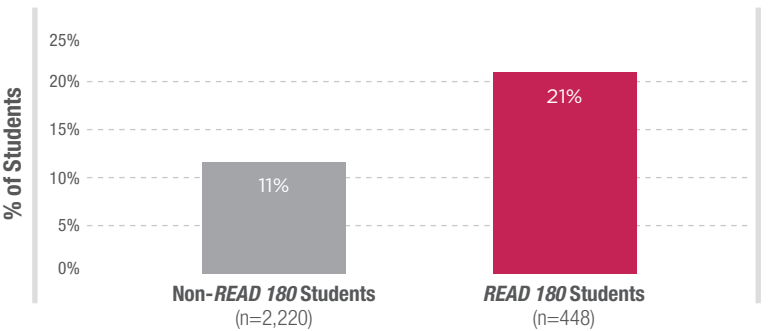
GRAPH 2

New York City Community School District 23, African American *READ 180* Students and Non-*READ 180* Students, Grades 4–8 (N=3,074)
Change in NY ELA Scale Score, 2001 to 2002



GRAPH 3

New York City Community School District 23 *READ 180* and Non-*READ 180* Students, Grades 4–8 (N=2,668)
Change in Percentage of Students Advancing from Below Grade Level to Grade Level or Above on NY ELA, 2001 and 2002



Note. The difference in score between *READ 180* and Non-*READ 180* participants who were in Proficiency Level 2 at pretest is statistically significant ($p<0.01$).

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SAN ANTONIO INDEPENDENT SCHOOL DISTRICT, TX

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2010–2011
Grades: 4–11
Assessment: Texas Assessment of Knowledge and Skills (TAKS); *Scholastic Reading Inventory* (SRI)
Participants: N=663
Implementation: 30- to 50-minute model

OVERVIEW

San Antonio Independent School District (SAISD) is the thirteenth largest district in Texas, with an enrollment of 55,400 students in Grades Pre-K through 12. SAISD began using *READ 180* with its high school students in the fall of 2006 and with its elementary and middle school students in the fall of 2009. During the 2010–2011 school year, SAISD implemented *READ 180* in 32 elementary, middle, and high schools across the district as an intervention for struggling readers. Selection criteria for participation in the *READ 180* program included disability status, Texas Assessment of Knowledge and Skills (TAKS) proficiency level, dyslexia diagnosis, and Response to Intervention (RTI) referral for a Tier 2 or Tier 3 intervention.

Although a wider sample of students was selected for *READ 180* in the district, this report focuses on outcomes for *READ 180* students with disabilities only. Of these students, 67% were male, 96% received free and reduced-price lunch, and 26% were classified as English language learners (ELL). *READ 180* was implemented as a supplemental intervention in addition to the core English Language Arts (ELA) curriculum for these students.

RESULTS

A total of 663 students with disabilities were included in the analytic sample: 473 (71%) with specific learning disability; 75 (11%) with other health impairment; 60 (9%) with emotional disturbance; and 55 (9%) with different disability subcategories. Data from TAKS and *Scholastic Reading Inventory* (SRI) were used to measure student achievement for the group.

► **Students with disabilities demonstrate significant improvement on TAKS after one year of *READ 180*.**

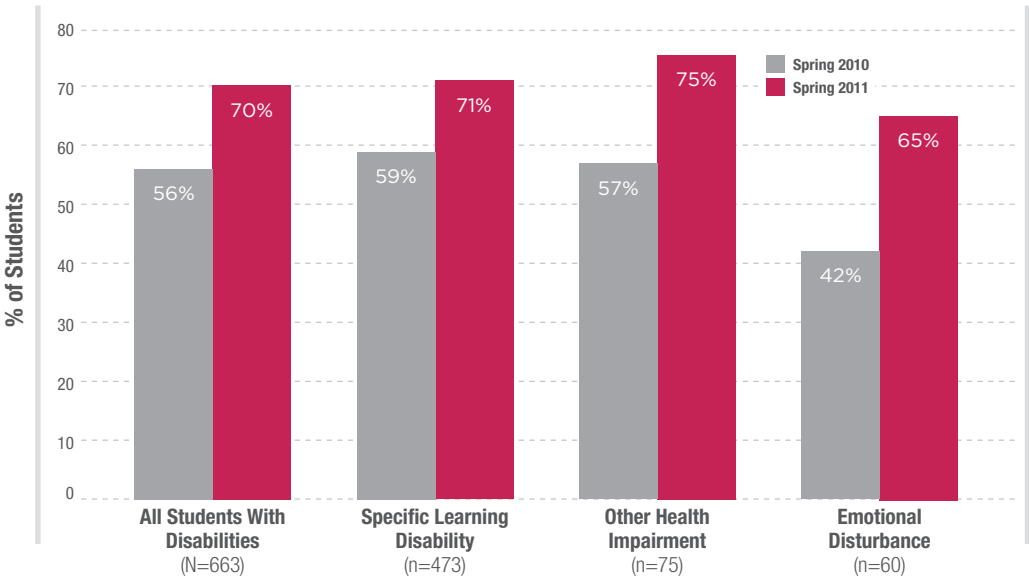
Data indicated that, on average, students with disabilities enrolled in *READ 180* demonstrated improvements in their reading performance (Graph 1). Overall, the *READ 180* students with disabilities made a significant gain in their TAKS Reading test passing rate, from 56% meeting or exceeding the standard in 2010 to nearly three-quarters of students (70%) in 2011. When TAKS results were analyzed for individual disability classifications, students in each major category also demonstrated significant improvements. Students classified as having a specific learning disability or other health impairment achieved average gains of 12 percentage points and 18 percentage points, respectively. Students classified as having an emotional disturbance demonstrated a particularly large average improvement of 23 percentage points. The students with different disability subcategories sample was too small to allow for statistical tests. Additional analyses on the sample of students who did not meet the standard for passing the TAKS in 2010 revealed that more than half of students with disabilities (56%) passed TAKS after receiving one year of *READ 180*.

Analyses revealed that *READ 180* students with disabilities also demonstrated significant improvements in performance on SRI (Graph 2). Overall, students with disabilities in SAISD gained an average of 92 Lexile (L) measures. These results were replicated within each disability subcategory that was analyzed; significant average gains were found for students who were classified as having learning disabilities (92L), other health impairment (101L), and emotional disturbance (108L).

The significant gains in achievement on SRI were also evident across grade levels. In the sample of *READ 180* students with disabilities, elementary students gained an average of 119L, middle school students gained an average of 92L, and high school students gained an average of 87L.

GRAPH 1

San Antonio Unified School District *READ 180* Students With Disabilities, Grades 4–11 (N=663)
Percentage of Students Achieving Proficiency on TAKS by Disability Type, 2010 and 2011

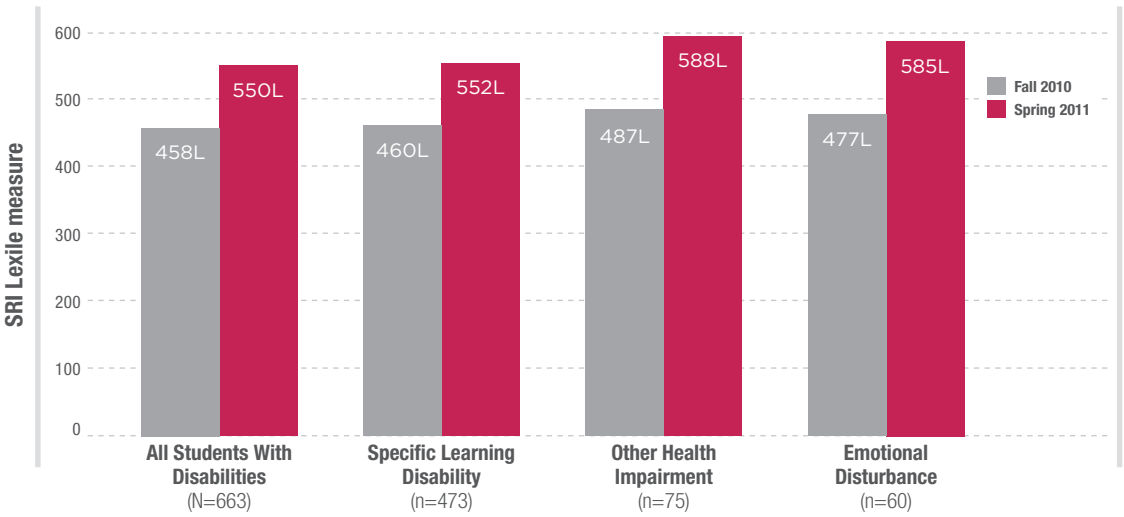


Note. Prior to *READ 180*, nearly all (99%) of ninth-grade students were performing at Basic or below. After one year of intervention, the percentage of students performing at Basic or below decreased to 70%. All students with disabilities includes students with disability subcategories other than specific learning disability, other health impairment, and emotional disturbances.

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GRAPH 2

San Antonio Unified School District *READ 180* Students With Disabilities, Grades 4–11 (N=663)
Performance on SRI by Disability Type, 2010 to 2011



Note. All students with disabilities includes students with disability subcategories other than specific learning disability, other health impairment, and emotional disturbances.

SEVIER COUNTY PUBLIC SCHOOLS, TN

AUTHOR: J. NAVE

STUDY PROFILE

Evaluation Period: 2004–2005
Grades: 5, 7
Assessment: Tennessee Comprehensive Assessment Program (TCAP) Achievement Test in Reading and Language Arts, and Mathematics
Participants: N=160
Implementation: 90-minute model

OVERVIEW

During the 2004–2005 school year, Sevier County Public Schools (SCPS) in East Tennessee implemented *READ 180* with academically at-risk fifth- and seventh-grade students who performed in the lowest quartile of the Tennessee Comprehensive Assessment Program (TCAP).

Of the 113 students participating in SCPS’s *READ 180* program, 33 were in fifth grade and 80 were in seventh grade. Fifty-nine percent of the sample was male, and 72% were classified as economically disadvantaged. The ethnic demographics of the *READ 180* sample were representative of that of the district population, which was predominately Caucasian (94%), with a smaller representation of Hispanic students (4%), African American students (1%), and students of other ethnicities (1%).

► *READ 180* students outperformed their peers on the TCAP reading and math assessments.

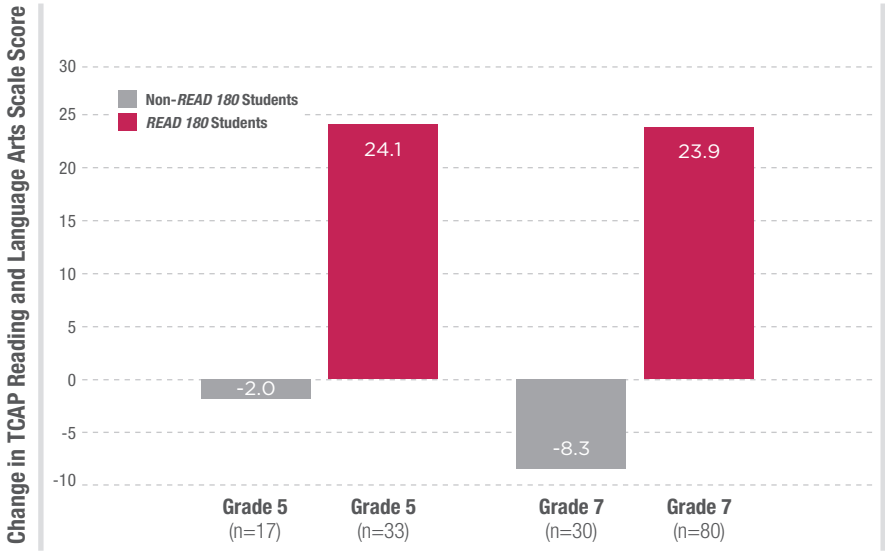
RESULTS

Nave (2007) obtained TCAP Achievement Test scores from 113 *READ 180* students, as well as from a comparison group of 47 nonparticipating peers.

READ 180 participants exhibited significantly greater gains on the TCAP Reading and Language Arts test than their nonparticipating peers. The performance for *READ 180* fifth-grade students improved by 24.1 points on the TCAP Reading and Language Arts test, while the performance for the comparison group declined by an average of 2 points (Graph 1). Similarly, *READ 180* seventh-grade students gained an average of 23.9 points on TCAP, while the comparison group declined by an average of 8.3 points. The difference in TCAP Reading and Language Arts performance between *READ 180* students and the comparison group is statistically significant for both fifth- and seventh-grade students, with approximately 26% and 42% of the variance in these scores accounted for by *READ 180*, respectively.

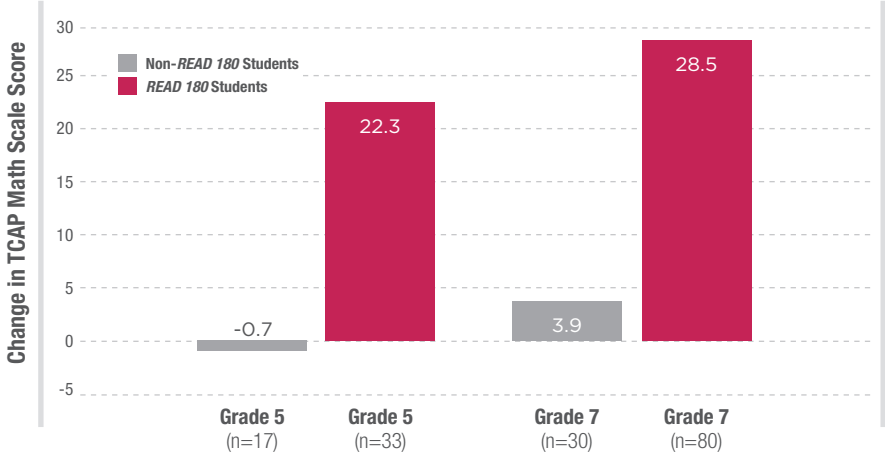
These improvements in performance for the *READ 180* students were also apparent for fifth and seventh graders on the TCAP Mathematics assessment. *READ 180* fifth-grade students gained, on average, 22.3 points, while the comparison group lost, on average, 0.7 points (Graph 2). Further, *READ 180* seventh-grade students gained, on average, 28.5 points on the TCAP Mathematics test, while the comparison group gained, on average, 3.9 points.

GRAPH 1
Sevier County Public Schools *READ 180* and Non-*READ 180* Students, Grades 5 and 7 (N=160)
Change in TCAP Reading and Language Arts Scale Score by Grade, 2004 to 2005



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GRAPH 2
Sevier County Public Schools *READ 180* and non-*READ 180* Students, Grades 5 and 7 (N=160)
Change in TCAP Mathematics Score by Grade, 2004 to 2005



TRAVERSE CITY AREA PUBLIC SCHOOLS, MI

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2006–2007
Grades: 4–6
Assessment: Michigan Educational Assessment Program (MEAP), Degrees of Reading Power (DRP), *Scholastic Reading Inventory* (SRI)
Participants: N=109
Implementation: 90-minute model

OVERVIEW

During the 2006–2007 school year, Traverse City Area Public Schools (TCAP) implemented *READ 180* with its elementary students who scored within the first three stanines on the Degrees of Reading Power (DRP) test, or in Level 3 or 4 on the Michigan Educational Assessment Program (MEAP).

Approximately 42% of the students in the sample were designated as students with disabilities, which included students who were diagnosed as having an emotional impairment (6%), a learning disability (25%), a physical and/or other health impairment (10%), and other (1%). Eighty-two percent were Caucasian, 10% were Hispanic, 9% were Native American, 3% were multiracial, 2% were Asian, and 1% were African American.

► ***READ 180* students with disabilities make significant gains on the MEAP, DRP, and SRI.**

RESULTS

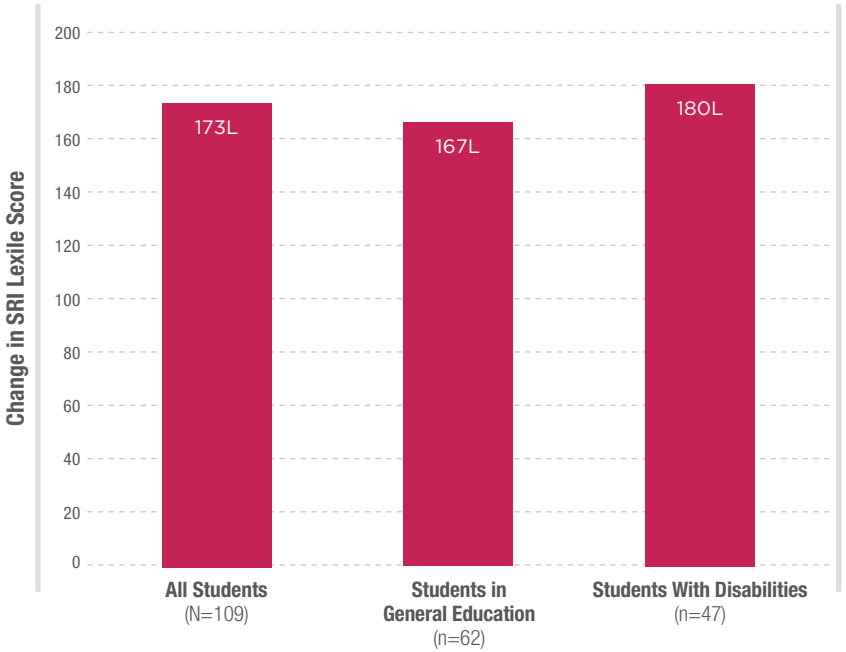
In order to measure changes in reading skills, *Scholastic Reading Inventory* (SRI) data was obtained from 109 fourth, fifth, and sixth graders who used the program during the 2006–2007 school year. Findings indicate that this sample of *READ 180* students demonstrated a significant gain of 173 Lexile (L) measures. Notably, when the results were analyzed by student group, students with disabilities made significant gains of 180L. These student gains were higher than those of the general education students on SRI (Graph 1).

READ 180 students also exhibited improvements on the DRP. Overall, the 94 fifth and sixth graders who had valid pretest and posttest DRP scores averaged a statistically significant gain of 9.6 DRP units. Further, students with disabilities gained 9.1 DRP units from pretest to posttest. Both students with disabilities and general education students in *READ 180* exceeded the annual growth expectation of 4 DRP units (Graph 2).

Consistent with these findings, *READ 180* students evidenced gains on the MEAP test, as well. As many as 65% of students who were reading at the Basic or Apprentice level on MEAP moved up one or more Performance Levels.

GRAPH 1

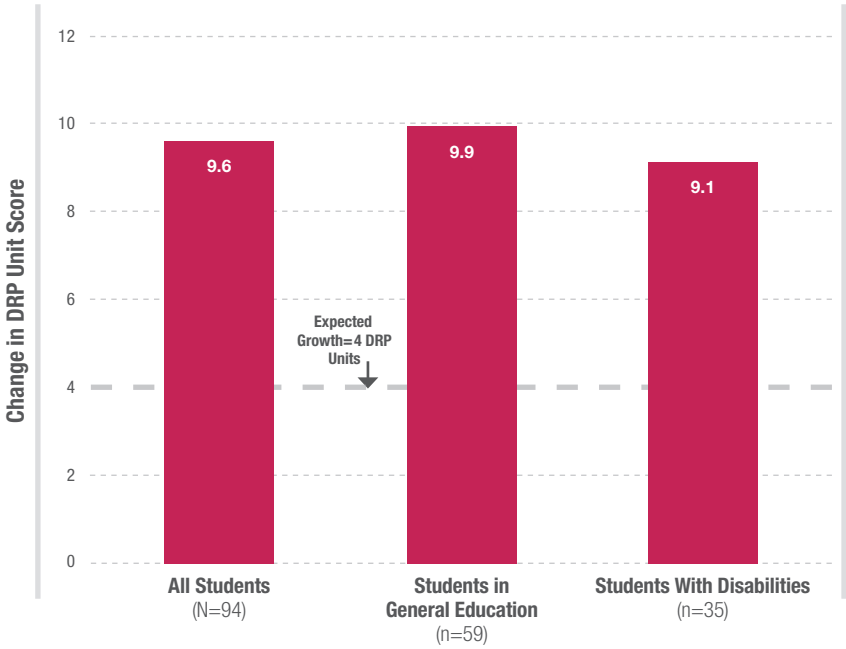
Traverse City Area Public Schools *READ 180* Students, Grades 4–6 (N=109)
Change in SRI Lexile Score by Education Classification, 2006 to 2007



Upper Elementary Studies

GRAPH 2

Traverse City Area Public Schools *READ 180* Students, Grades 5–6 (N=94)
Change in DRP Unit by Education Classification, 2006 to 2007



Note. Due to differences in when the DRP was given, 5th-grade gain was measured from fall 2006 to spring 2007, and 6th-grade gain was measured from spring 2006 to spring 2007.

AUSTIN INDEPENDENT SCHOOL DISTRICT, TX

AUTHOR: POLICY STUDIES ASSOCIATES

STUDY PROFILE

Evaluation Period: 2004–2005
Grades: 7–8
Assessment: Texas Assessment of Knowledge and Skills (TAKS) Reading
Participants: N=614
Implementation: 90-minute model

OVERVIEW

In fall 2004, the Austin Independent School District (AISD) began using *READ 180* to help struggling seventh and eighth graders become proficient readers. An independent research firm, Policy Studies Associates (PSA), studied the changes in reading proficiency achieved by *READ 180* participants during the 2004–2005 school year (Haslam, White, & Klinge, 2006).

AISD students selected to participate in *READ 180* were either limited-English proficient (LEP) students, students with disabilities, or students performing below grade level on the Texas Assessment of Knowledge and Skills (TAKS) Reading test. Of the 343 seventh and eighth graders initially assigned to *READ 180*, 97.4% did not meet the statewide standard on TAKS prior to the intervention. In the sample of *READ 180* students included in this analysis (N=307), approximately 89% were LEP and 3% were students with disabilities. The majority of students in the sample were Hispanic (94%), approximately 4% were African American, and 2% were Asian.

► *READ 180* students achieved greater gains on TAKS Reading than matched counterparts.

RESULTS

During the 2004–2005 school year, PSA examined the impact of *READ 180* on the reading achievement of middle school students, as demonstrated by the TAKS Reading test. PSA used one-to-one propensity matching to identify a sample of students not participating in *READ 180* whose characteristics closely matched those of *READ 180* participants (Table 1). Exact matches were possible for grade, ethnicity, gender, free and reduced-price lunch eligibility, and disability classification. However, it was not possible to find an exact match based on 2004 TAKS Reading scores and LEP status. There was no statistically significant difference in 2004 TAKS Reading (pretest) between participants and nonparticipants.

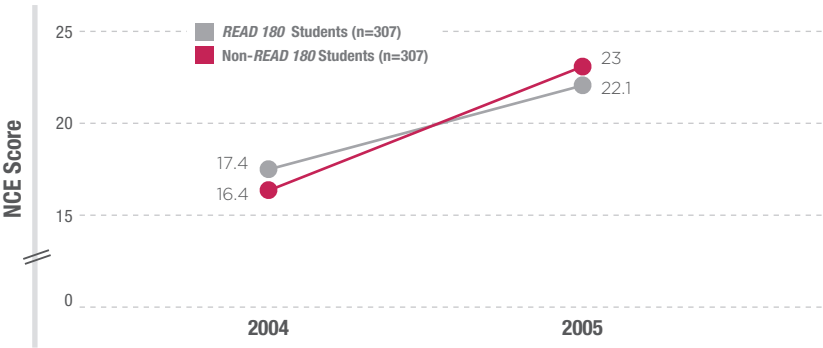
Findings indicate that *READ 180* participants evidenced significantly greater gains on TAKS Reading from 2004 to 2005 than students in a matched comparison group of nonparticipants. Specifically, the average score of *READ 180* participants increased by 6.6 NCE points (+0.6). During the same period, the average TAKS score of the nonparticipants increased 4.7 Normal Curve Equivalent (NCE) points (+0.7) (Graph 1).

TABLE 1
Austin Independent School District *READ 180* Students and Non-*READ 180* Students, Grades 7–8 (N=614)
Demographic and Academic Characteristics of Study Participants, 2004 to 2005

Characteristics	Matched <i>READ 180</i> Students (n=307)	Matched Non- <i>READ 180</i> Students (n=307)
Grade		
Grade 7	67.8%	67.8%
Grade 8	32.2%	32.2%
Gender		
Male	54.1%	54.1%
Female	45.9%	45.9%
Race		
African American	3.6%	3.6%
Asian	1.6%	1.6%
Hispanic	94.1%	94.1%
Native American	0.3%	0.3%
Caucasian	0.3%	0.3%
Limited-English Proficient (LEP)		
Yes	88.6%	73.3%
Economically Disadvantaged		
Yes	94.8%	94.8%
Students With Disabilities		
Yes	3.3%	3.3%
2004 TAKS Reading Proficiency		
Reading Score (NCE)	16.5	17.4
Percentage That Met Standard	2.6%	9.4%

Middle School Studies

GRAPH 1
Austin Independent School District *READ 180* Students and Non-*READ 180* Students, Grades 7–8 (N=614)
Change in TAKS Reading NCE Score, 2004 and 2005



Note. The gain in score for *READ 180* students is statistically significant.

COLUMBUS CITY SCHOOLS, OH

AUTHOR: COLUMBUS CITY SCHOOLS; SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2009–2010
Grades: 6–7
Assessment: Ohio Achievement Assessment (OAA),
Scholastic Reading Inventory (SRI)
Participants: N=1,158
Implementation: 52-minute model*

OVERVIEW

The Columbus City Schools (CCS) district is large and diverse, serving more than 50,000 students at 77 elementary schools, 27 middle and alternative schools, and 24 high schools. Just over 80% of students come from economically disadvantaged backgrounds and the district experiences a high mobility rate (54.6% of students have been in the district for less than three years).

For several years, struggling readers in kindergarten through fifth grade have received support from tutors and literacy specialists; however, no formal intervention was in place for those students once they arrived in middle school. To address this problem, CCS examined different intervention programs and selected *READ 180* because of its strong match to their needs. In particular, CCS noted the critical importance of establishing background knowledge, a hallmark feature of *READ 180*.

In the fall of 2009, 1,158 sixth- and seventh-grade students in 24 middle schools were identified for placement into *READ 180*. Students were selected based on a combination of factors including Ohio Achievement Assessment (OAA) score, Text Reading Comprehension (TRC) level, baseline Lexile score, and input from teachers and principals.

Of the 1,158 *READ 180* students with demographic data available, 48.6% were female and 51.4% were male, and the majority was in regular education (about 91.2%). This sample differs from the district as a whole in that there are a higher percentage of students with disabilities in the district than in this sample (about 17% compared to 6.2% in the *READ 180* program).

This report summarizes OAA findings as reported by the office of School Improvement and Federal Programs, Columbus City Schools (Scholastic Research, 2010). *Scholastic Reading Inventory* (SRI) findings were analyzed by Scholastic Implementation Services.

► ***READ 180* students demonstrated significant improvements in performance on the OAA.**

RESULTS

Spring 2009 and spring 2010 OAA and SRI data were gathered from 1,060 CCS *READ 180* students. Data indicate that from spring 2009 to spring 2010, the percentage of students scoring in the Proficient, Accelerated, and Advanced Performance Levels on the OAA increased. As Table 1 shows, among *READ 180* students who scored in the Basic Performance Level on the OAA pretest, 42% reached the Proficient, Accelerated, or Advanced Performance Level after participation in the program (39% Basic, plus 2% Accelerated, plus 1% Advanced). In addition, 62% of students who scored in the Limited category prior to *READ 180* moved up at least one Performance Level: 45% scored in the Basic Performance Level and 17% reached the Proficient Performance Level. Graph 1 displays these results by student count, demonstrating more than a threefold increase in the number of students scoring Proficient, Accelerated, or Advanced on the OAA after participation in *READ 180*.

Consistent with these findings, the number of *READ 180* students performing in the Proficient Performance Level on SRI increased from 135 to 311, or from 12% to 27% (Graph 2). Further, 62% of students achieved a year or more of reading growth (100 Lexile (L) measures is approximately equal to a year’s growth at Grades 3–5, 75L at Grades 6–8, and 50L at Grades 9–12).

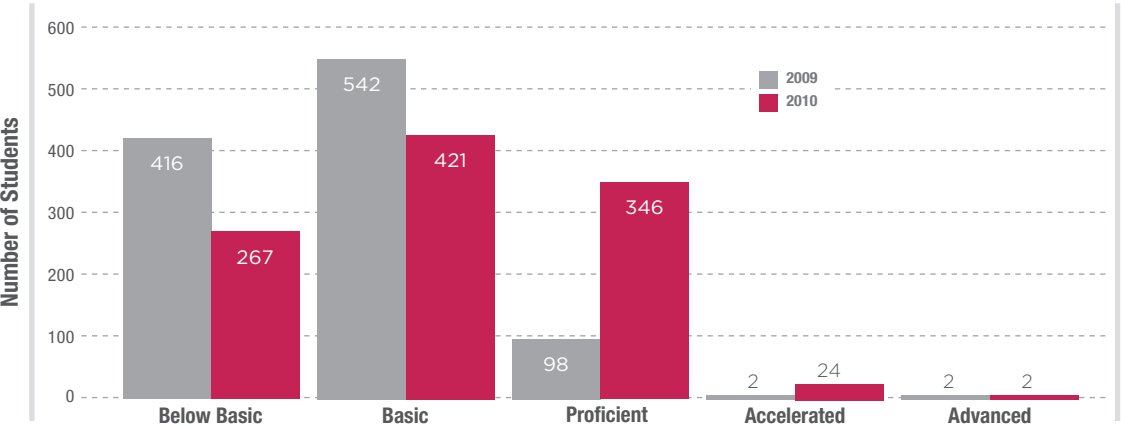
As a result of these successful findings, an additional *READ 180* classroom was added in each middle school to serve eighth grade students, and new part-time teachers were hired to meet the demand. The program was also expanded into three high schools within the district, funded by School Improvement Grants.

*The *READ 180* model dictates a 90-minute class, but the CCS district middle schools have 52-minute periods. To ensure that all program components are implemented, CCS splits the model over two days, including opening and closing whole-group instruction plus three rotations—small-group instruction, modeled and independent reading, and instructional software.

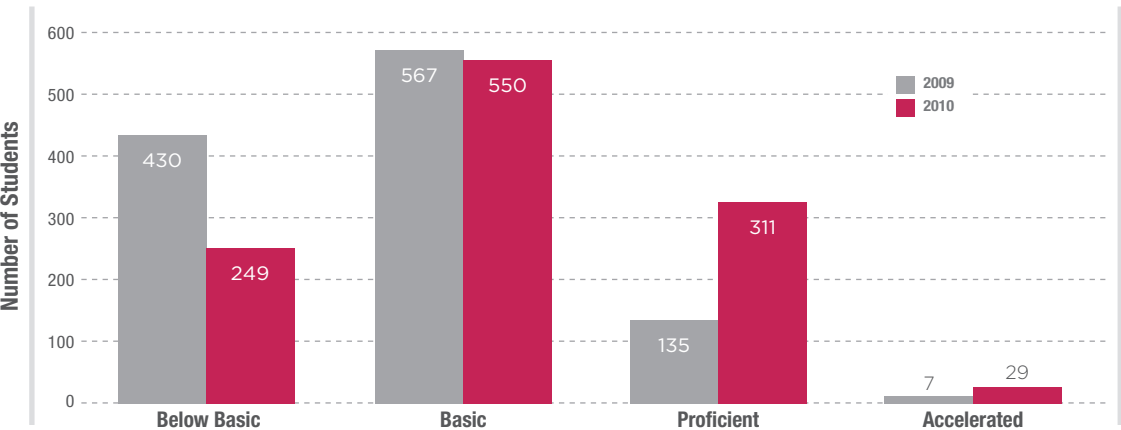
TABLE 1
Columbus City Schools *READ 180* Students (N=1,060)
Percentage of Students by OAA Performance Level, 2009 and 2010

		2010 OAA					2009 Total Count (N)
		Limited	Basic	Proficient	Accelerated	Advanced	
2009 OAA	Limited	37%	45%	17%			416
	Basic	19%	39%	39%	2%	1%	542
	Proficient	10%	21%	58%	9%	1%	98
	Accelerated			50%	50%		2
	Advanced			50%	50%		2
2010 Total Count (N)		267	421	346	24	2	1,060

GRAPH 1
Columbus City Schools *READ 180* Students (N=1,060)
Number of Students by OAA Performance Level, 2009 and 2010



GRAPH 2
Columbus City Schools *READ 180* Students (N=1,139)
Number of Students by SRI Performance Level, 2009 and 2010



Note. To be included in the study sample, students had to have valid 2009 and 2010 SRI data.

Middle School Studies

COUNCIL OF THE GREAT CITY SCHOOLS

AUTHOR: INTERACTIVE, INC.

STUDY PROFILE

Districts: Council of the Great City Schools (Boston Public Schools (BPS), MA; Columbus City Schools (CCS), OH; Dallas Independent School District (DISD), TX; and Houston Independent School District (HISD), TX)

Evaluation Period: 2000–2001

Grades: 6–8

Assessment: Stanford Achievement Test Series (SAT-9), Ninth Edition (SAT-9)

Participants: BPS, DISD, HISD: N=710; CCS: N=171

Implementation: 90-minute model

OVERVIEW

The Council of the Great City Schools (CGCS) is a national organization which represents the needs of urban public schools. One of CGCS’ primary goals is to ensure that America’s public schools are educating the nation’s most diverse student body to the highest academic standards.

During the 2000–2001 school year, Scholastic collaborated with the CGCS to conduct a study to examine the impact of *READ 180* on the reading achievement of middle school students enrolled in seven urban school districts. Each district agreed to recruit two middle schools for the study. The research design called for each school to rank order their sixth- and seventh-grade students by reading ability, then randomly assign the lowest-ranked students to either a *READ 180* class or a control group.

A third-party research company, Interactive, Inc., monitored and evaluated the study implementation (Interactive, Inc., 2002). Four of the seven districts provided valid pretest and posttest student data. This report describes the impact of *READ 180* on students who were enrolled in Boston Public Schools (BPS), MA; Columbus City Schools (CCS), OH; Dallas Independent School District (DISD), TX; and Houston Independent School District (HISD), TX. *READ 180* was implemented in four middle schools in BPS, two in CCS, four in DISD, and two in HISD.

*Students in the moderate implementation classrooms had a significantly lower average pretest score than students in high implementation, and thus had a higher gain. The higher pretest score in the high-quality implementation group is likely due to DISD, which only implemented with 8th graders (rather than 6th or 7th graders), and where half of the high implementation classrooms were located.

► *READ 180* students in Boston, Houston, Dallas, and Columbus outperformed non-*READ 180* students on the SAT-9.

RESULTS

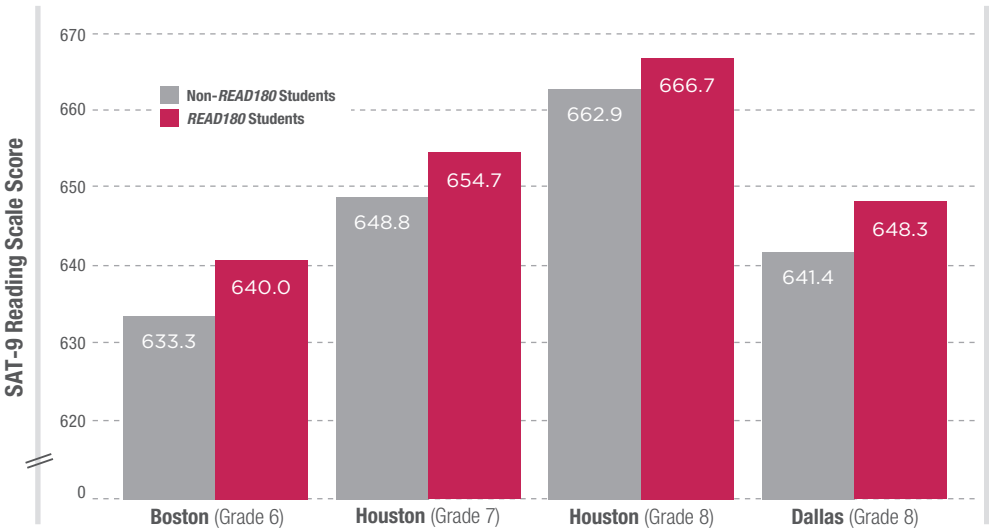
Interactive, Inc. examined Stanford Achievement Test Series, Ninth Edition (SAT-9), reading test data for 881 students who had valid test scores from 2000 and 2001. Results were reported based on when the pretests and posttests were administered. Students in BPS, DISD, and HISD took the SAT-9 in spring 2000 and spring 2001. For all *READ 180* students in these three districts, the difference in growth between the treatment and control groups (+22.94 and +17.24, respectively) was statistically significant and in favor of the students in the *READ 180* classes ($F=12.624$, $p=0.000$). Graph 1 shows the differences in reading growth, broken down by district.

In CCS, the pretest was administered in fall 2000, and the posttest was administered in spring 2001. The difference in the growth between the treatment and control groups (+14.4 and -3.8, respectively) was statistically significant and in favor of the students in the *READ 180* classes (Graph 2).

Using analysis of covariance (ANCOVA) to control for prior levels of achievement, the difference in the adjusted mean between the treatment (648.48) and control groups (642.42) was statistically significant and in favor of the students in the *READ 180* classes ($F=12.624$, $p=0.000$).

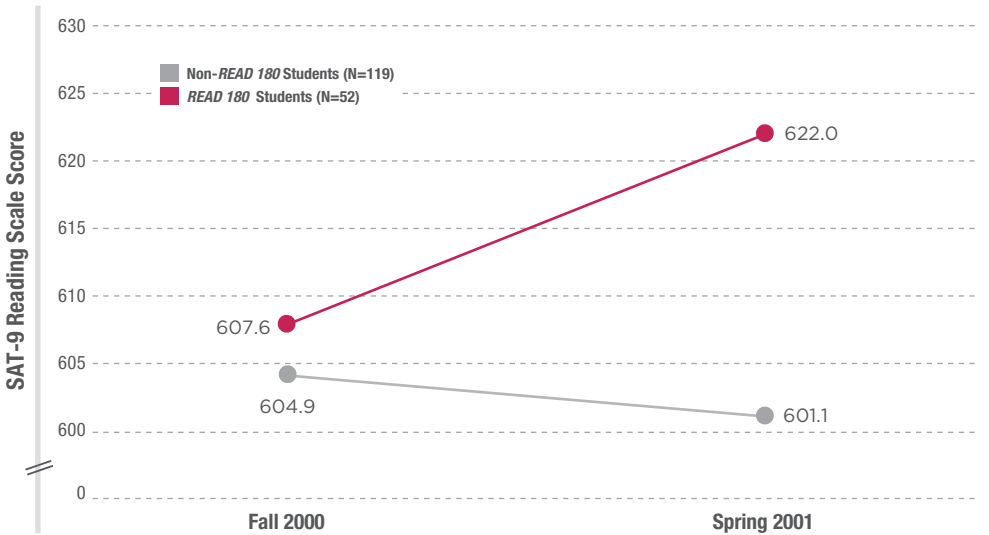
Further, survey and observational data were used to assess the quality of implementation in each participating classroom. BPS, HISD, and CCS implemented *READ 180* at both moderate and high-quality levels, while DISD had high quality implementation. Findings indicated that students in both moderate- and high-quality implementation classrooms averaged significant gains of 27 points* and 22 points respectively on SAT-9, compared to the average gain of 16 points by the control group.

GRAPH 1
Council of the Great City Schools *READ 180* and Non-*READ 180* Students by District, Grades 6–8 (N=710)
Performance on SAT-9 Reading, 2000 and 2001



Note. The gain is statistically significant for BPS sixth graders ($F=9.61$, $p<0.002$) and DISD eighth graders ($F=7.18$, $p<0.008$). There was no significant difference found for HISD seventh or eighth graders, perhaps most likely due to the low number of students in the analysis. The total sample size (N=710) represents students in all three districts in all three grades (6–8). The sample size disaggregated by each grade level was not available.

GRAPH 2
Council of the Great City Schools *READ 180* and Non-*READ 180* Students, Grades 6–7 (N=171)
Performance on SAT-9 Reading, 2000 and 2001



Note. The difference in growth is statistically significant for *READ 180* students ($F=13.182$, $p=0.000$).

Middle School
Studies

DES MOINES PUBLIC SCHOOLS, IA

AUTHOR: POLICY STUDIES ASSOCIATES

STUDY PROFILE

Evaluation Period: 2000–2005
Grades: 6–11
Assessment: Stanford Diagnostic Reading Comprehension Subtest, Version 4 (SDRT-4 Comprehension), *Scholastic Reading Inventory* (SRI)
Participants: N=1,213
Implementation: 90-minute model

OVERVIEW

Des Moines Public Schools (DMPS) implemented *READ 180* with sixth- through eleventh-grade students with disabilities. Policy Studies Associates (PSA) analyzed five years of data on more than 1,200 *READ 180* participants, as provided by DMPS (Hewes, Palmer, Haslam, & Mielke, 2006). For the purposes of this analysis, students with disabilities who were no longer enrolled in *READ 180* served as the comparison group.

Across the five years covered in this study, the annual number of students who enrolled in *READ 180* for the first time ranged from just under 200 to almost 350. Cohort 1, which included students whose first enrollment was in 2000–2001, was the largest *READ 180* cohort, enrolling 110 sixth graders, 130 seventh graders, and 102 eighth graders—a roughly even distribution across the middle school grades that were the initial focus of *READ 180* in DMPS. Subsequent cohorts enrolled similar numbers of sixth graders, but most seventh and eighth graders in subsequent years were students continuing from previous cohorts, with fewer seventh and eighth graders identified for first-time enrollment. Thus Cohorts 2 through 5 are somewhat smaller than the first cohort, with Cohort 4 the smallest of all of the cohorts. All five of the cohorts were pooled into a single, large sample of students for this analysis.

► ***READ 180* students with disabilities exceeded yearly growth expectations on the SDRT-4.**

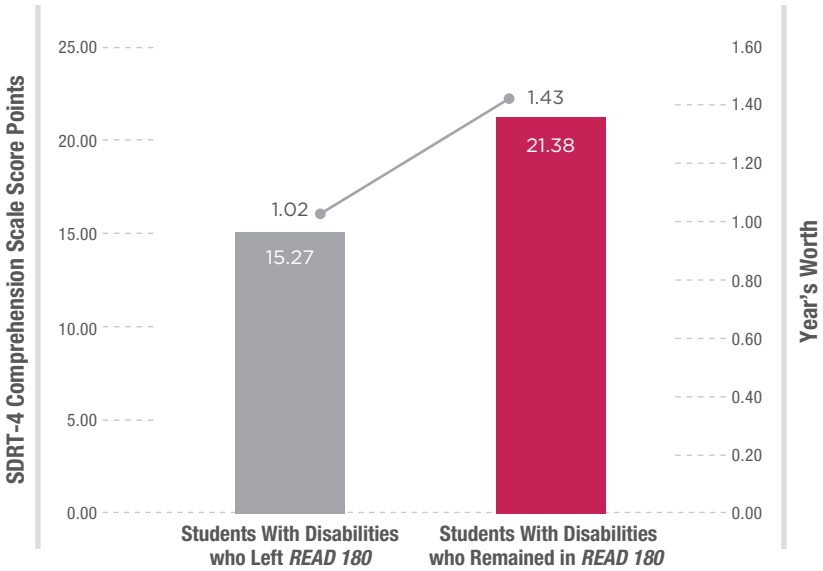
RESULTS

In order to measure the effectiveness of *READ 180*, pretest and posttest Stanford Diagnostic Reading Comprehension Subtest, Version 4 (SDRT-4 Comprehension) and *Scholastic Reading Inventory* (SRI) data was collected. Growth curve modeling analysis revealed that, on average, *READ 180* middle and high school students achieved a 21 scale score point gain on SDRT-4 Comprehension each year, compared to the 15 scale score point gain among non-*READ 180* students. These gains translated into 1.43 years of growth for *READ 180* students and 1.02 years of growth for non-*READ 180* students (Graph 1).

Furthermore, the analysis revealed that for every additional year that students with disabilities participated in *READ 180*, scores on the SDRT-4 Comprehension Subtest increased by approximately 6 scale score points above and beyond the expected yearly growth in achievement. This increase is equivalent to 0.4 years of growth above and beyond the expected annual growth. As Graph 2 shows, after three years, the gap widened to 12 scale score points between the three-year *READ 180* students versus the one-year *READ 180* students, 658 versus 646. This is the equivalent of a difference of four-fifths of a year of growth. This pattern held for the other grade levels on SDRT-4 Comprehension, with an average 12 scale score point advantage for students who continued in *READ 180*.

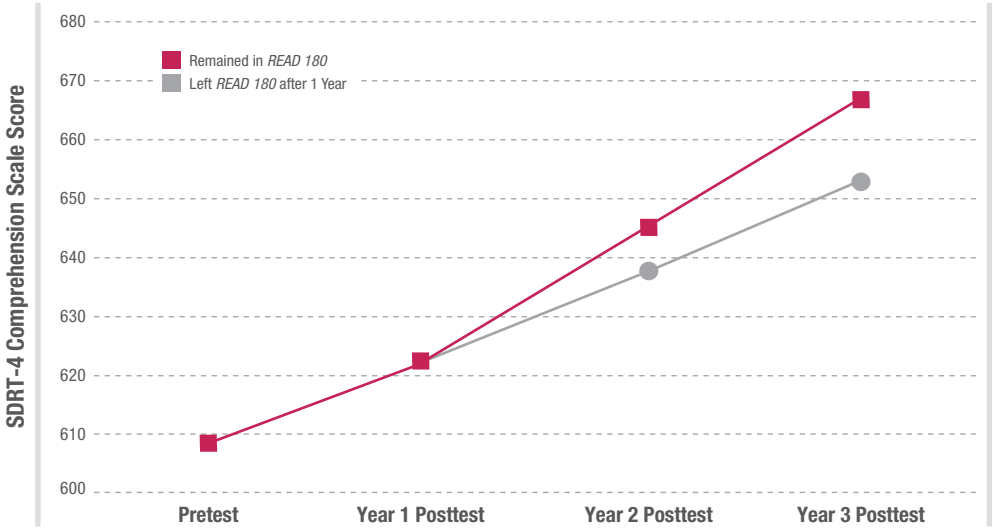
Each additional year of *READ 180* was also associated with an annual improvement of approximately 30 Lexile measures on SRI. This statistically significant increase can be translated into 0.26 years of growth above and beyond the expected annual growth.

GRAPH 1
Des Moines Public Schools *READ 180* and Non-*READ 180* Students With Disabilities, Grades 6–11 (N=1,213)
Annual Achievement Growth on SDRT-4 Comprehension, 2001 to 2005



Note. The difference between the annual increases in scale scores achieved by the two groups of students is statistically significant ($p<0.05$).

GRAPH 2
Des Moines Public Schools Students With Disabilities Starting *READ 180* as Seventh Graders (N=1,204)
Performance on the SDRT-4 Comprehension, 2000 to 2005



Middle School
Studies

DESERT SANDS UNIFIED SCHOOL DISTRICT, CA

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2006–2007
Grades: 6, 7, and 9
Assessment: California Standards Test of English Language Arts (CST ELA)
Participants: N=570
Implementation: 90-minute model

OVERVIEW

Desert Sands Unified School District (DSUSD), located on the outskirts of Palm Springs, enrolls nearly 29,000 students in Grades K–12. The district’s ethnic population was 64% Hispanic, 27% Caucasian, 2% African American, 1% Asian, and 6% unclassified.

During the 2006–2007 school year, DSUSD implemented *READ 180* to increase the reading achievement of sixth-, seventh-, and ninth-grade students performing at the Below Basic or Basic Performance Level on the California Standards Test of English Language Arts (CST ELA). More than half of the students were classified as English learners (58.2%).

► *READ 180* English learners demonstrated CST ELA gains that were 2.5 times larger than their nonparticipating peers.

RESULTS

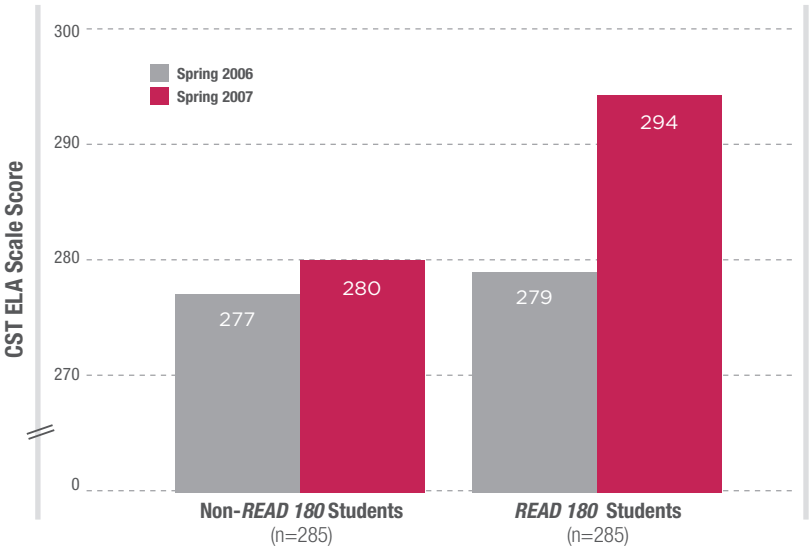
Scholastic launched an assessment of the impact *READ 180* has on student reading achievement. Scholastic obtained spring 2006 and spring 2007 CST ELA scores from 285 *READ 180* students, and from a comparison group of 285 DSUSD students who were matched on spring 2006 CST ELA scores and language proficiency status.

As Graph 1 shows, findings revealed that *READ 180* students achieved, on average, a pretest CST ELA scale score of 279 and a posttest score of 294, resulting in a statistically significant gain of 14.6 scale score points on the CST ELA. However, the comparison group achieved an average pretest score of 277 and a posttest score of 280 for a nonsignificant gain of 3 scale score points. An analysis of covariance (ANCOVA) revealed that the *READ 180* student gains were significantly higher than matched peers, even after controlling for differences in their pretest CST ELA scores.

Scholastic also obtained CST ELA scores from 166 *READ 180* English learners and a separate comparison group of 166 nonparticipants. An ANCOVA confirmed that *READ 180* English learners had significantly higher 2007 CST ELA scores than did their matched nonparticipating peers, controlling for differences in their 2006 CST ELA scores. As Graph 2 shows, *READ 180* English learners gained an average of 13 scale score points, while the comparison group gained, on average, 5 scale score points. Although both groups’ gains were statistically significant, the *READ 180* students’ gain was approximately 2.5 times larger.

GRAPH 1

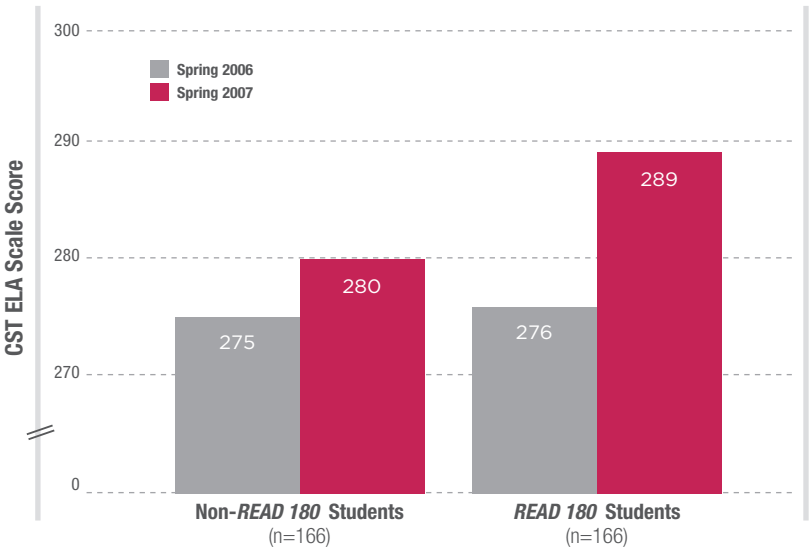
Desert Sands Unified School District *READ 180* and Non-*READ 180* Students, Grades 6, 7, and 9 (N=570)
Performance on CST ELA, 2006 and 2007



Note. The gain in score is statistically significant ($p=0.05$) for *READ 180* students; the gain in score is significantly higher for *READ 180* than non-*READ 180* students ($F=33.87$, $p=0.00$)*.

GRAPH 2

Desert Sands Unified School District *READ 180* and Non-*READ 180* English Learner Students, Grades 6, 7, and 9 (N=332)
Performance on CST ELA, 2006 and 2007



Note. The gain in score is statistically significant for *READ 180* English learners ($p<.05$); the difference in posttest score between *READ 180* English learners and matched non-*READ 180* students is statistically significant ($F=9.76$, $p=.002$)*.

Middle School
Studies

HOLYOKE PUBLIC SCHOOLS, MA

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2006–2008
Grades: 6–8
Assessment: Massachusetts Comprehensive Assessment System (MCAS ELA), *Scholastic Reading Inventory* (SRI)
Participants: Cohort 1: N=47; Cohort 2: N=197
Implementation: 70-minute model

OVERVIEW

Situated in one of the poorest communities in Massachusetts, Holyoke Public Schools (HPS) serves a population in which 76% of all students were economically disadvantaged. At the time of the study, the district population was largely Hispanic (76%), while the remaining students were mainly Caucasian (17%), African American (3%), Asian American (less than 1%) and Multiracial (less than 1%). Twenty-four percent of students were identified as limited-English proficient (LEP), and a quarter were students with disabilities.

In 2002 the HPS district was declared underperforming. To address its performance issues, HPS piloted *READ 180* at one of its middle schools and an alternative education program site. The program was so successful that it was expanded into seven additional middle schools with the goal of replicating the district’s early success with a greater number of students. Beginning with the 2006–2007 school year, the *READ 180* instructional model was modified to fit into a 70-minute period, and was delivered daily in addition to students’ regular ELA classes. Students were selected for *READ 180* if they were performing 2–4 years below grade level.

► The percentage of *READ 180* students achieving proficiency on the MCAS ELA increased nearly tenfold after two consecutive years of *READ 180*.

RESULTS

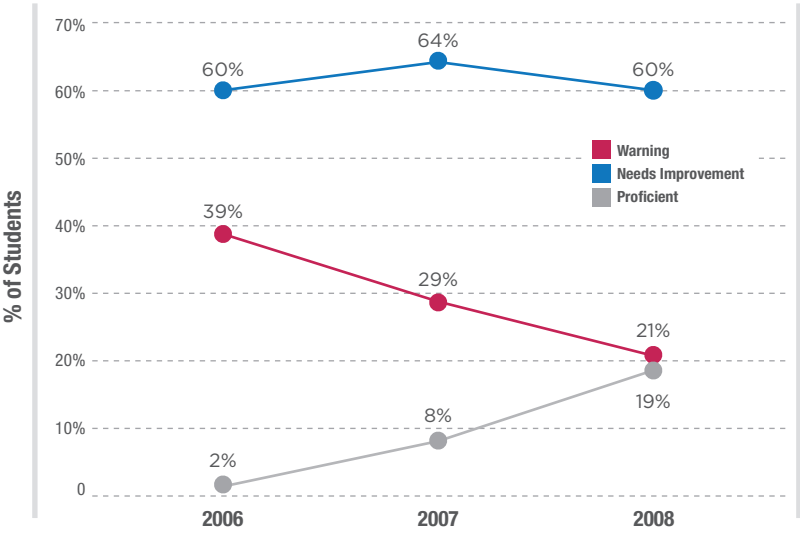
Massachusetts Comprehensive Assessment System English Language Arts (MCAS ELA) and *Scholastic Reading Inventory* (SRI) data were collected and analyzed (Scholastic Research, 2009). *READ 180* students in Cohort 1 (N=47) were enrolled in the program and remained in school with valid pretest and posttest data for two consecutive years (2006–2008). *READ 180* students in Cohort 2 (N=197) were followed for only one year (2007–2008) due to high mobility rates in the district.

Findings showed that the percentage of Cohort 1 students performing at the Proficient Performance Level on the MCAS ELA increased nearly tenfold (from 2% to 19%), while the percentage of students performing at the Warning Performance Level decreased by almost half (from 39% to 21%). This positive change in MCAS Performance Level from 2006 to 2008 was statistically significant (Graph 1).

Among students with one year of *READ 180* (Cohort 2), the percentage of students performing at the Proficient Performance Level on the MCAS ELA more than doubled, from 10% to 26%, while the percentage of students at the Warning Performance Level decreased from 36% to 27%. Dependent t-tests demonstrated that the percentage of students performing at the Proficient Performance Level was significantly higher in 2008 than it was in 2007 (Graph 2).

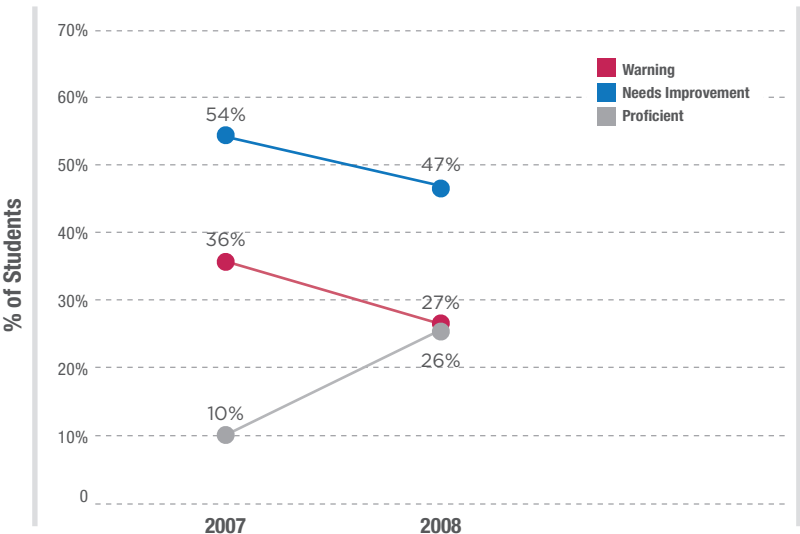
READ 180 students also demonstrated impressive gains on SRI. Students in Cohort 1 achieved a statistically significant average gain of 147 Lexile (L) measures from 2006 to 2007 (t=5.87, p<.001), and a statistically significant average gain of 90L from 2007 to 2008 (t=5.35, p<.001). Similarly, students in Cohort 2 achieved a statistically significant average gain of 125L from 2007 to 2008 (t=12.33, p<.001). Moreover, both cohorts, on average, exceeded the expected fall-to-spring gain of 75L (as determined by the SRI normative sample).

GRAPH 1
Holyoke Public Schools *READ 180* Students in Cohort 1, Grades 6–8 (N=47)
Percentage of Students by MCAS Performance Level, 2006 to 2008



Note. The increase in percentage of students scoring Proficient from 2006 to 2008 is statistically significant (t=3.07, p<.001).

GRAPH 2
Holyoke Public Schools *READ 180* Students in Cohort 2, Grades 6–8 (N=197)
Percentage of Students by MCAS Performance Level, 2007 to 2008



Note. The change in percentage of students scoring Proficient from 2007 to 2008 is statistically significant (t= 5.15, p<.001).

Middle School Studies

INDIAN RIVER SCHOOL DISTRICT, DE

AUTHOR: INDIAN RIVER SCHOOL DISTRICT; SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2003–2005
Grades: 6–8
Assessment: Delaware Student Testing Program (DSTP)¹ Reading Test, *Scholastic Reading Inventory* (SRI)
Participants: N=184
Implementation: 90-minute model

OVERVIEW

Located in Indian River School District (IRSD), Selbyville Middle School was identified as a school “Under Review” by the Delaware Department of Education during the 2001–2002 school year. This designation is based on low student performance on the Delaware Student Testing Program (DSTP), which places students into five performance levels (Well Below the Standard, Below the Standard, Meets the Standard, Exceeds the Standard, and Distinguished). In 2002, only 31% of IRSD students with disabilities in sixth through eighth grade met the standard on the DSTP Reading Test, as compared with 83% of all students.

In order to decrease the achievement gap between general education students and students with disabilities, IRSD piloted *READ 180* at Selbyville Middle School (Selbyville) during the 2003–2004 school year. Students performing in the bottom quartile on standardized assessments were selected to participate in *READ 180*. The program was so successful at improving the reading achievement for Selbyville’s struggling students that IRSD expanded *READ 180* to sixth- through eighth-grade students at Sussex Central Middle School (Sussex Central). By the 2004–2005 school year, 184 students were enrolled in *READ 180*. Of these, 84% were students with disabilities (Table 1).

► ***READ 180* students with disabilities closed the gap in reading performance.**

RESULTS

Pretest (spring 2004) and posttest (spring 2005) *Scholastic Reading Inventory* (SRI) data were collected for 184 students receiving *READ 180*. When the data was disaggregated by grade, sixth-, seventh-, and eighth-grade students achieved average Lexile (L) gains (153L, 217L, and 167L, respectively) that exceeded annual growth expectations. Typically, middle school students performing at the 25th percentile are expected to gain 75L each year on SRI. Based on the fall-to-spring norms on which SRI growth expectations are based, *READ 180* students evidenced more than two years of reading growth (Graph 1).

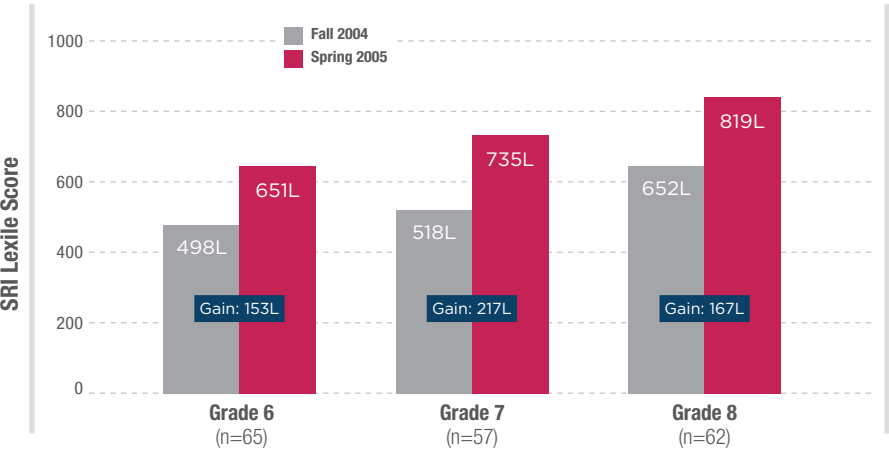
In addition, eighth-grade DSTP data were analyzed from 1998 to 2005. Findings show that in 2004, after *READ 180* was implemented, greater percentages of eighth-grade students met or exceeded the standard on the DSTP. When the data was disaggregated by student group, findings show that eighth-grade students with disabilities showed greater improvement in DSTP performance than all students with disabilities did as a whole (Graph 2). Among eighth graders, the percentage of students with disabilities meeting or exceeding standards increased by 51 percentage points while the percentage of eighth-grade students as a whole increased by 7 percentage points. This data suggests that *READ 180* students with disabilities, in making these large gains, have reduced the gap that existed between students with disabilities and other eighth-grade students on the DSTP.

TABLE 1
Indian River School District *READ 180* Students, Grades 6–8 (N=184)
Academic Characteristics of Study Participants, 2004 and 2005

Grade	Students With Disabilities	General Education
6 (n=65)	86% (n=56)	6% (n=4)
7 (n=57)	79% (n=45)	19% (n=11)
8 (n=62)	85% (n=55)	9% (n=6)
100% (N=184)	% of Total: 84% (n=156)	% of Total: 11% (n=21)

¹The Delaware Comprehensive Assessment Program (DCAP) replaced DSTP in 2010.

GRAPH 1
Indian River School District *READ 180* Students, Grades 6–8 (N=184)
Performance on SRI by Grade, Fall 2004 and Spring 2005



GRAPH 2
Indian River School District Students, Grade 8 (N=537)
Percentage of Students Meeting or Exceeding Standards on DSTP Reading, 1998 to 2005



Middle School
Studies

KIPP NYC (KNOWLEDGE IS POWER PROGRAM) NEW YORK CITY, NY

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2012–2013
Grades: 5–8
Assessment: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), *Scholastic Reading Inventory* (SRI)
Participants: N=137
Implementation: 45- to 90-minutes daily (Stand-alone and Integrated with *System 44*)

OVERVIEW

Knowledge is Power Program (KIPP) is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and in life. KIPP NYC, a part of the national network, consists of 10 schools enrolling approximately 3,600 students in Grades K–12. There are four elementary schools, five middle schools, and one high school in KIPP NYC. The majority of the student body is African-American (48%) or Hispanic (49%) and receives free or reduced-price lunch (88%). Fifteen percent are students with disabilities, and 8% are English language learners (ELL). The student attendance rate is 95.4%, and the annual student mobility rate is 5%. KIPP NYC’s mission is “to teach our students to develop the character and academic skills necessary to succeed in high school and college, to be self-sufficient, successful, and happy in the competitive world, and to build a better tomorrow for themselves and us all.”

During the 2012–2013 school year, 137 fifth through eighth grade students in 3 of KIPP NYC’s middle schools (Academy, Infinity, and Washington Heights) were selected to participate in a study of *READ 180*’s effectiveness. Of the students in the sample, 95% received free or reduced-price lunch, 30% were African American, 67% were Hispanic, and 3% were Multiracial. Twenty-seven percent were students with disabilities, and 17% were ELL.

Students scoring Basic or Below Basic on *Scholastic Reading Inventory* (SRI) were placed into *READ 180* classrooms at KIPP NYC where they were expected to receive 45 to 90 minutes of instruction five times per week. The model varied across the schools with some classrooms using a standalone *READ 180* NG implementation and some classrooms using an integrated *READ 180/System 44* model.

► **Middle school children at charter school demonstrate improvements in reading comprehension.**

RESULTS

Data from NWEA MAP and SRI were collected and analyzed for 137 students (38 fifth graders, 28 sixth graders, 43 seventh graders, and 28 eighth graders) who used the program during the 2012–2013 school year.

Results demonstrated that the KIPP NYC *READ 180* students improved in reading comprehension, as measured by NWEA MAP. As Table 1 displays, on NWEA MAP, students in each grade demonstrated gains in their Reading scores from pretest to posttest with the fifth, seventh, and eighth grade students demonstrating significant gains (13.1 points, 5.8 points, and 6.6 points, respectively).

Consistent with the NWEA MAP findings, *READ 180* students demonstrated gains in their Lexile (L) measures on SRI from pretest to posttest (188L), with over four-fifths of students (82%) exceeding their individual yearly growth expectations (Graph 1). These significant findings held for students with disabilities and ELLs, who made gains of 159L and 153L, respectively (Graph 2).

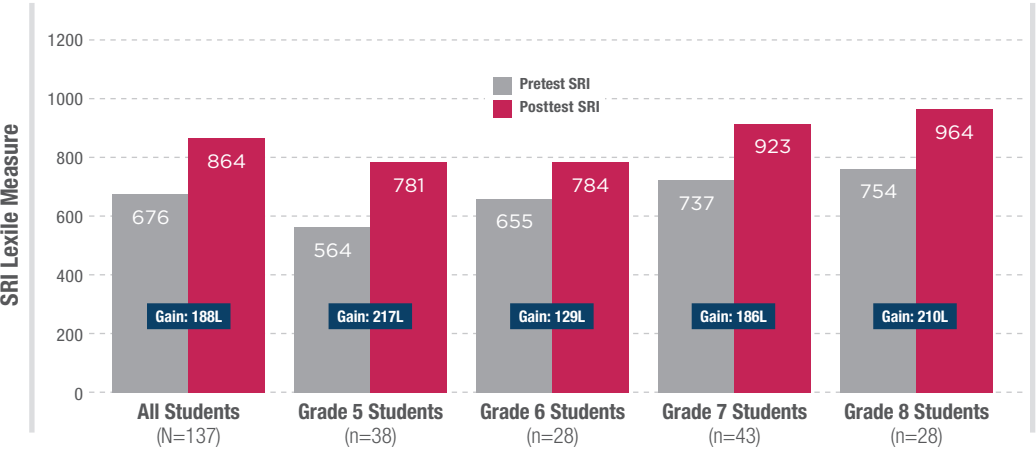
TABLE 1
KIPP NYC *READ 180* Students, Grades 5–8 (N=124)
Performance on NWEA MAP Reading, 2012 to 2013

Grade	N	Mean Pretest MAP RIT Score	Mean Posttest MAP RIT Score	Average Gain
5	36	195.9	209.0	13.1*
6	23	209.0	211.8	2.8
7	40	212.5	218.2	5.7*
8	25	214.2	220.9	6.7*

*Gain significant at p<.05.

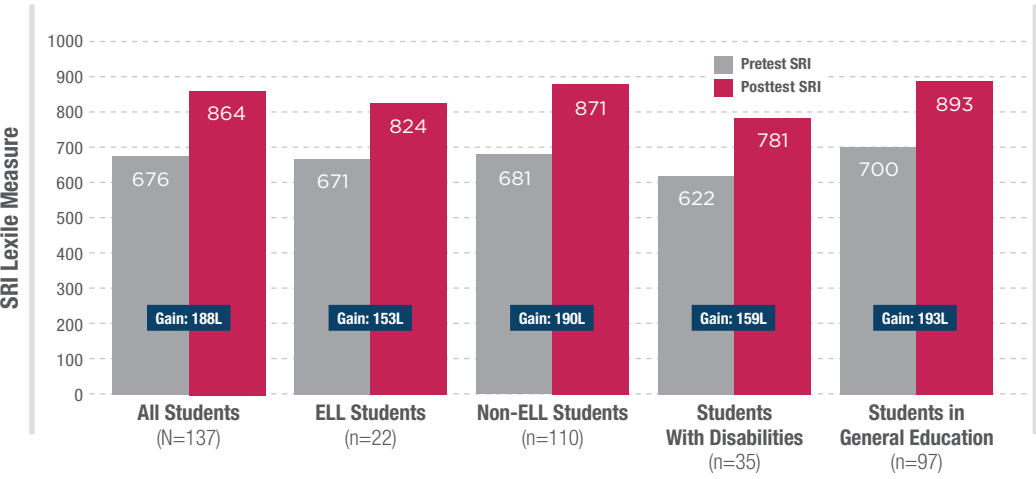
Note: The Pretest scores for fifth grade were collected in Summer 2012. The Pretest scores for sixth through eighth grade were collected in Spring 2012. All Posttest scores were collected in Spring 2013.

GRAPH 1
KIPP NYC *READ 180* Students, Grades 5–8 (N=137)
Performance on SRI by Grade Level, 2012 to 2013



Note: The Pretest window for SRI was June 2012 to September 2012. All posttest scores were collected in May–June, 2013.

GRAPH 2
KIPP NYC *READ 180* Students, Grades 5–8 (N=137)
Performance on SRI by Student Group, 2012 to 2013



Note: The Pretest window for SRI was June 2012 to September 2012. All posttest scores were collected in May–June, 2013.

Middle School
Studies

LOS ANGELES UNIFIED SCHOOL DISTRICT, CA

AUTHOR: R. PAPALEWIS

STUDY PROFILE

Evaluation Period: 2000–2001
Grades: 8
Assessment: Stanford Achievement Test Series, Ninth Edition (SAT-9), Reading and Language Arts
Participants: N=1,073
Implementation: 90-minute model

OVERVIEW

The Los Angeles Unified School District (LAUSD) is a large, urban school district with a diverse student body. During the 2000–2001 academic year, LAUSD implemented *READ 180* with eighth-grade students in their Intensive Academic Support (IAS) program. Students were enrolled in IAS based on several criteria, including poor performance on the Stanford Achievement Test Series, Ninth Edition, (SAT-9), receiving a grade of D or F in eighth-grade English the prior year, and failing the district writing performance test.

The large majority of *READ 180* students in IAS were Hispanic (78%). More than two-thirds of the *READ 180* students (69%) were classified as English learners: 42% were limited-English proficient (LEP), and 27% of students were recently reclassified fluency English proficient (RFEP).

In order to monitor *READ 180* implementation a trained observer visited 25 *READ 180* classrooms in 21 middle schools. The one-hour visitations occurred May through June 2001. Almost all of the classes were 90-minute class periods where whole-group instruction was observed. All of the classes were 15–20 students in size. Core class activities were observed in 19 out of the 25 classrooms. In general, there was evidence in more than half of the classrooms observed that the *READ 180* program was on-model and operating well. In several classrooms, use of student data to improve instruction needed attention and monitoring by teachers.

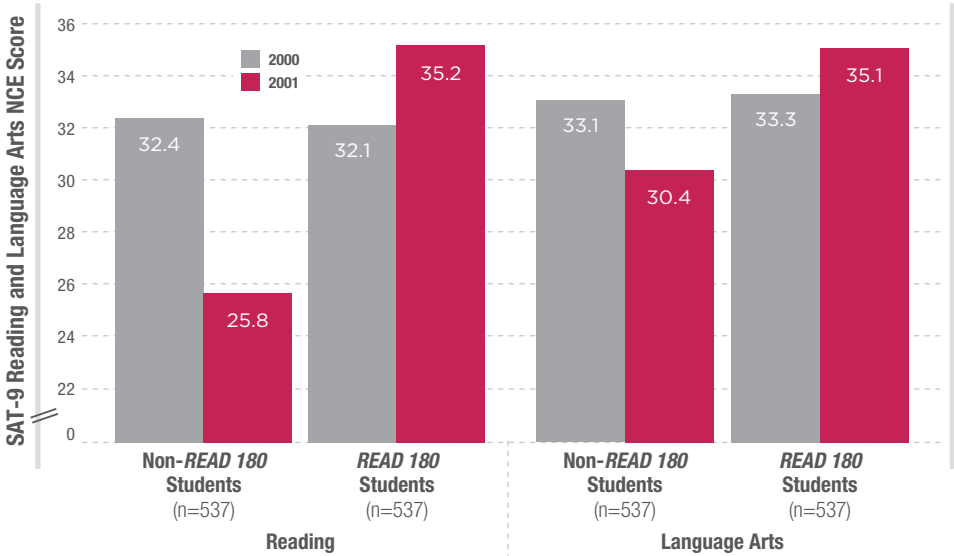
► **Limited-English proficient *READ 180* students outperformed their nonparticipating peers on SAT-9.**

RESULTS

Papalewis (2004) collected and analyzed pretest and posttest SAT-9 Reading and Language Arts test data for 537 eighth-grade *READ 180* students. A group of 536 students not participating in any special intervention, matched on pretest means, gender, ethnicity, and language proficiency, was chosen for comparison purposes. Data from the 2000 and 2001 SAT-9 Reading and Language Arts tests were used to measure student achievement for all 1,073 students. Independent t-tests revealed that the *READ 180* participants demonstrated significant gains in reading achievement from 2000 to 2001. On average, students enrolled in *READ 180* averaged a statistically significant gain of 3 NCEs in Reading and almost 2 NCEs in Language Arts on SAT-9. In contrast, the comparison group experienced a loss of 6.6 NCEs in Reading and 2.7 NCEs in Language Arts. Further, the average posttest NCE score was significantly higher for *READ 180* students than for the comparison group on both the Reading and Language Arts tests (Graph 1).

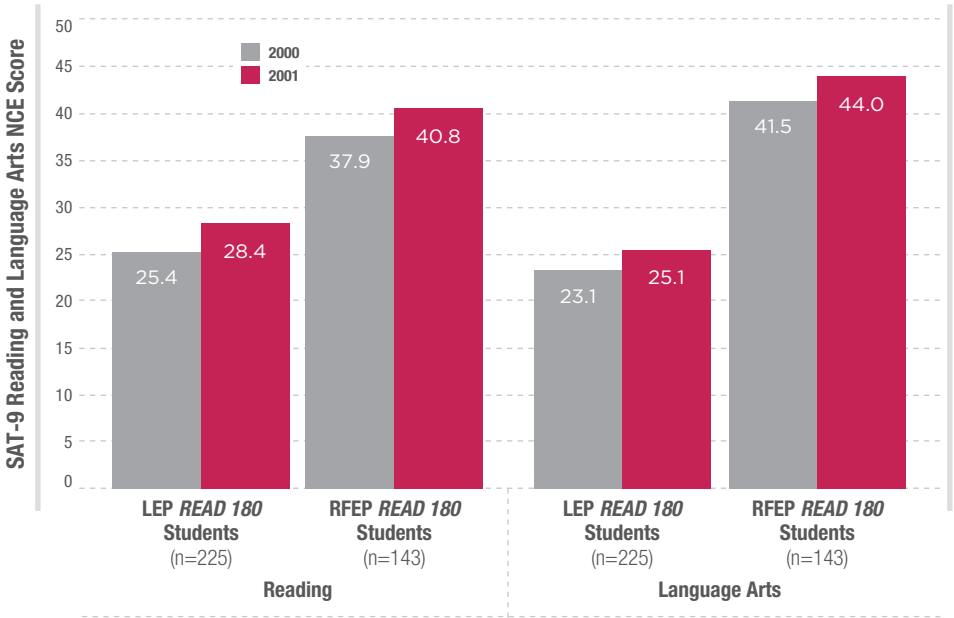
When disaggregated by English language classification, findings indicated that these trends continued for *READ 180* English learners. After one year in *READ 180*, students who were classified as LEP gained 3.0 NCEs in Reading and 2.0 NCEs in Language Arts, while students who were designated as RFEP gained 2.9 NCEs in Reading and 2.5 NCEs in Language Arts (Graph 2).

GRAPH 1
Los Angeles Unified School District *READ 180* and Non-*READ 180* Students, Grade 8 (N=1074)
Performance on SAT-9 Reading and Language Arts, 2000 and 2001



Note. The change in NCE score is statistically significant for *READ 180* students on both Reading ($p<0.05$) and Language Arts ($p<0.05$).

GRAPH 2
Los Angeles Unified School District LEP and RFEP *READ 180* Students, Grade 8 (N=368)
Performance on SAT-9 Reading and Language Arts, 2000 and 2001



Middle School
Studies

MILWAUKEE PUBLIC SCHOOLS, WI

AUTHOR: AMERICAN INSTITUTES FOR RESEARCH

STUDY PROFILE

Evaluation Period: 2010–2011
Grades: 6–9
Assessment: Northwest Evaluation Association Measures of Academic Progress (MAP)
Participants: N=619
Implementation: Daily 90-minute model

OVERVIEW

Milwaukee Public Schools (MPS) consists of 175 schools enrolling approximately 80,000 students in Grades K through 12. In 2010, 63% of eighth-grade students were Proficient or Advanced on the state test, the Wisconsin Knowledge and Concepts Examination (WKCE), and 39% of tenth-grade students were Proficient or Advanced on the WKCE.

During the 2010–2011 school year, American Institutes for Research (AIR) conducted a study of the Wisconsin Striving Readers Program¹ (Swanland, Dahlke, Tucker, Kleidon, Kregor, Davidson-Gibbs, & Halberg, 2012). The program was originally planned to last two years, but because Congress eliminated the Striving Readers program mid-way through the grant, the study only followed students through one year of the intervention.

Students were eligible to participate in the study if they received a score of Minimal or Basic on the WKCE. Students who did not have a WKCE score were also eligible based on having a score of Minimal or Basic on the district benchmark assessment, ThinkLink. If a student did not have a recorded score for either of these assessments, eligibility could be established based on teacher assessments and observations indicating that the student was performing at least two grade levels below expectations.

The majority of students who participated in the program were African American (70%), followed by 19% Hispanic, 7% Caucasian, and 4% Other. Thirty-six percent were students with disabilities, 8% were English language learners, and 88% received free or reduced-priced meals.

► **Urban students demonstrate improved reading achievement after *READ 180*.**

RESULTS

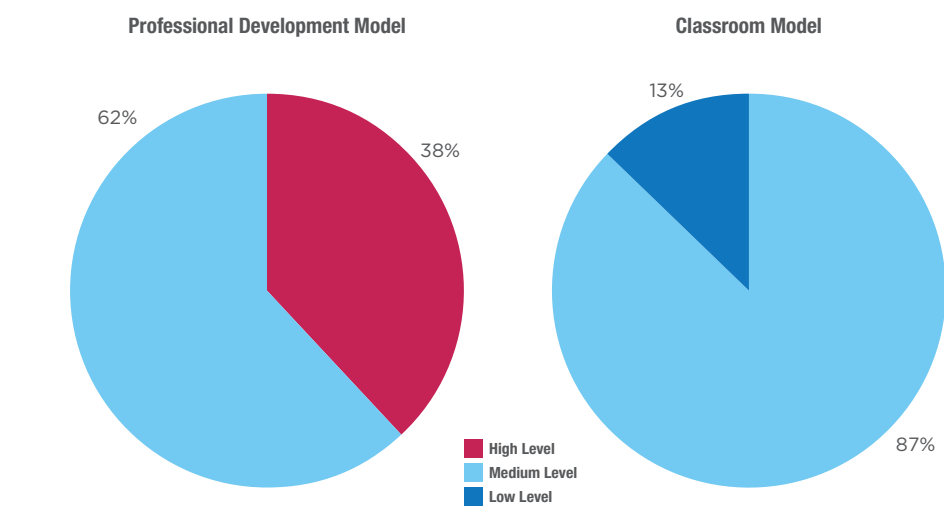
To assess program implementation, professional development ratings and classroom model ratings were determined based on professional development logs, teacher interviews, and principal interviews. To assess program impact, data from MAP was collected for 619 students (335 students in the *READ 180* treatment group and 284 in the control group).

As Graph 1 displays, in terms of fidelity of implementation of the professional development model, five of eight classrooms (62.5%) received a rating of medium (29–40), and three of eight classrooms (37.5%) received a rating of high (41–51). The average score across all classrooms was 39, which indicated that there was a medium level of fidelity. Overall, the *READ 180* classroom model was implemented with high fidelity; however, due to low student attendance, seven of eight classrooms (87.5%) received a rating of medium, and one of eight classrooms (12.5%) received a rating of low. Teachers reported that prior experience teaching *READ 180* and the support of the district *READ 180* coordinator were important facilitators for successfully implementing the model.

There was a statistically significant impact on the reading achievement of struggling readers in Grades 6–9 after one year of exposure to *READ 180* instruction (effect size of .14). On MAP, students in the *READ 180* treatment group scored approximately 1.8 points higher than students in the control group when controlling for pretest scores and student-level covariates.

GRAPH 1

Milwaukee Public Schools *READ 180* Classrooms, Grades 6–9 (N=8)
Implementation of Fidelity by Professional Development and Classroom Model Ratings, 2010 to 2011



Note. Across the classrooms, professional development was implemented with medium to high fidelity. The majority of the classrooms implemented *READ 180* instruction with medium fidelity, with a small percentage implementing the program with low fidelity.

Middle School Studies

¹The Striving Readers Program was funded by the United States Department of Education with two aims: 1) to raise middle and high school students' literacy levels in Title I-eligible schools with significant numbers of students reading below grade-levels; and 2) to build a strong, scientific research base for identifying and replicating strategies that improve adolescent literacy skills. The full reports for each district are available at www2.ed.gov/programs/strivingreaders/.

NEWARK PUBLIC SCHOOLS, NJ

AUTHOR: WESTAT, INC.

STUDY PROFILE

Evaluation Period: 2006–2011
Grades: 6–8
Assessment: Reading and Language Arts Subscales of the Stanford Achievement Test, Tenth Edition (SAT 10)
Participants: N=5,098
Implementation: 90-minute model

OVERVIEW

The Newark Public School (NPS) system is the largest school district in New Jersey, serving a population of approximately 39,440 diverse students. Struggling middle school students in NPS participated in the Striving Readers program¹ for five project years spanning from 2006 to 2011. A third party research organization, Westat Inc., evaluated the impact of the *READ 180* intervention on the reading achievement of eligible participants over this period (Meisch et al., 2011).

The original Striving Readers sample included all students in Grades 6–8 in participating schools who were reading two or more years below grade level. In year one, participants consisted of eligible students in Grades six through eight. In years two through four, additional students were added to the sample in the sixth grade only. In year five, no new students were added, and only the eighth-grade students were followed.

To assess program impact, data from SAT 10 was collected for 5,098 students across the five years.

¹The Striving Readers program was funded by the United States Department of Education with two aims: 1) to raise middle and high school students' literacy levels in Title I-eligible schools with significant numbers of students reading below grade-levels; and 2) to build a strong, scientific research base for identifying and replicating strategies that improve adolescent literacy skills. The full reports are available at www2.ed.gov/programs/strivingreaders/.

► **Struggling students including those with disabilities, show gains in reading achievement after *READ 180*.**

RESULTS

Overall, students who received two years of *READ 180* instruction performed significantly better on the Reading Comprehension subtest of the SAT 10 than control group students (effect size of .14). This finding held for students with disabilities and African American students, with *READ 180* being particularly effective for students with disabilities (Table 1). Students with disabilities performed significantly better on the Vocabulary subtest of SAT 10 after receiving one year of *READ 180* instruction (effect size of .13), as well as on the Reading Comprehension subtest after receiving two years of *READ 180* instruction (effect size of .22). Male students and African American students who received *READ 180* instruction for two years also performed significantly better on the Reading Comprehension subtest (effect size of .21 and .15, respectively). Graph 1 displays those results that were statistically significant. Generally, students who received one year or three years of *READ 180* instruction had higher mean scores on SAT 10 subtests than control group students; however, these differences did not reach statistical significance.

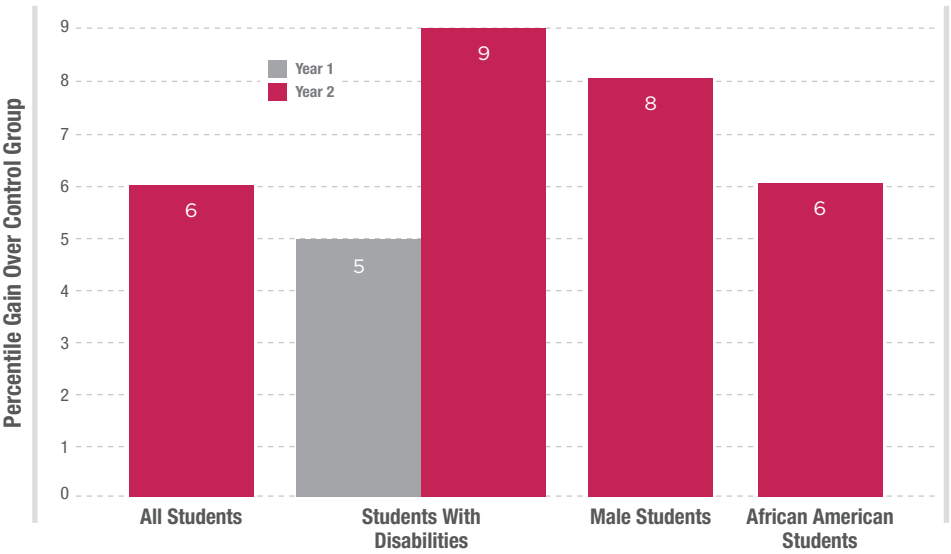
TABLE 1
Newark Public Schools *READ 180* Students, Grades 6–8 (N=5,098)
Performance on SAT 10 Reading and Language Arts Subscales by Student Group, 2006 to 2011

Student Group	Year	SAT 10 Subtest	Effect Size
All	2	Comprehension	.14*
Disability	1	Vocabulary	.13*
Disability	2	Comprehension	.22**
Disability	3	Language Arts	.15*
Male	2	Comprehension	.21**
Male	3	Comprehension	.13
African American	2	Comprehension	.15*
African American	3	Comprehension	.11
African American	3	Language Arts	.12
Hispanic	2	Vocabulary	.18
Hispanic	2	Language Arts	.13

*p<.05; **p<.01

Middle School
Studies

GRAPH 1
Newark Public Schools *READ 180* and Control Group Students, Grades 6–8 (N=5,098)
Performance on SAT 10 Reading and Language Arts Subscales by Student Group, 2006 to 2011



Note. Significant effect sizes were translated into percentile gains to predict the amount of improvement in terms of percentile points, e.g., with a percentile gain of six, students scoring at the 50th percentile on the SAT 10 would be predicted to score at the 56th percentile after using *READ 180*.

NORTHEASTERN FLORIDA SCHOOL DISTRICT, FL

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2008–2009
Grades: 6–8
Assessment: Florida Comprehensive Assessment Test (FCAT) Reading, *Scholastic Reading Inventory* (SRI)
Participants: N=2,808
Implementation: 90-minute model

OVERVIEW

In 2007, a Northeastern Florida school district wanted to close the achievement gap between proficient and non-proficient readers. As such, the district implemented *READ 180* with the twofold goal of helping struggling readers achieve the expected year-to-year growth on the Florida Comprehensive Assessment Test (FCAT) Reading test and eventually moving students from Level 1 to Level 2 and Level 3 (proficiency) on the FCAT Reading test.

During the 2008–2009 school year, the district implemented *READ 180* with middle school students who had been identified as struggling readers. These students received instruction through one of the following two implementation models: 1) 90 minutes of *READ 180* in addition to a full-period English class, and 2) 90 minutes of *READ 180* and 30 minutes of writing (English Language Arts). For this analysis, both *READ 180* models were evaluated together by Scholastic Research (2009).

A total of 2,808 students participating in the *READ 180* program during the 2008–2009 school year comprise the sample described in this report. Of these, 982 were sixth graders, 984 were seventh graders, and 842 were eighth graders.

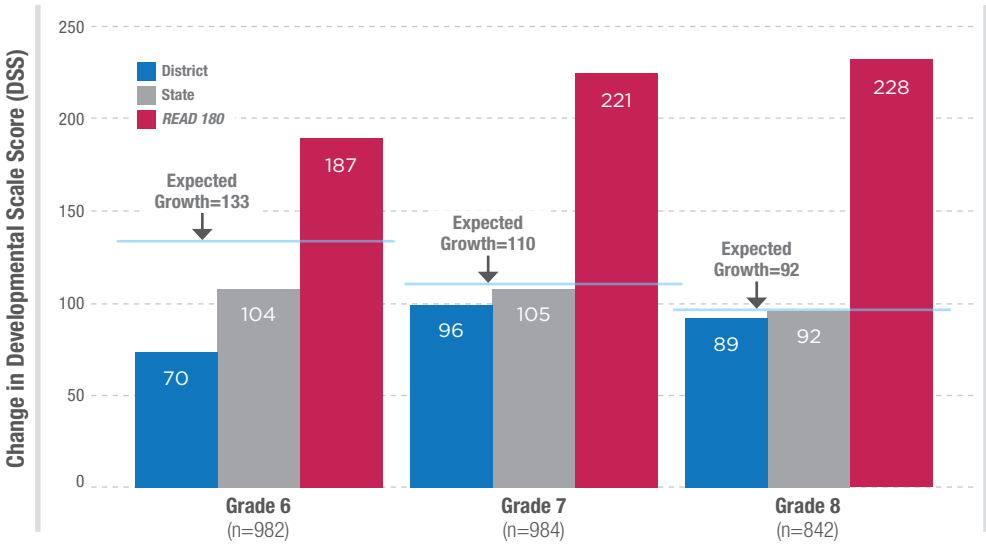
► ***READ 180* middle school students exceeded expected yearly growth on FCAT Reading.**

RESULTS

Spring 2008 and spring 2009 FCAT Reading test data and pretest and posttest data from *Scholastic Reading Inventory* (SRI) were collected. Findings revealed that, on average, students at all grade levels surpassed expected growth benchmarks. They also demonstrated significant growth on FCAT Reading from 2008 to 2009. Further, results showed that the *READ 180* students demonstrated much greater Developmental Scale Score (DSS) growth from 2008 to 2009 than did their peers in the district and state. For example, eighth-grade students showed the greatest average DSS gain of 228 points. This change is 139 and 136 points higher than the reported district-wide and statewide average gains (Graph 1).

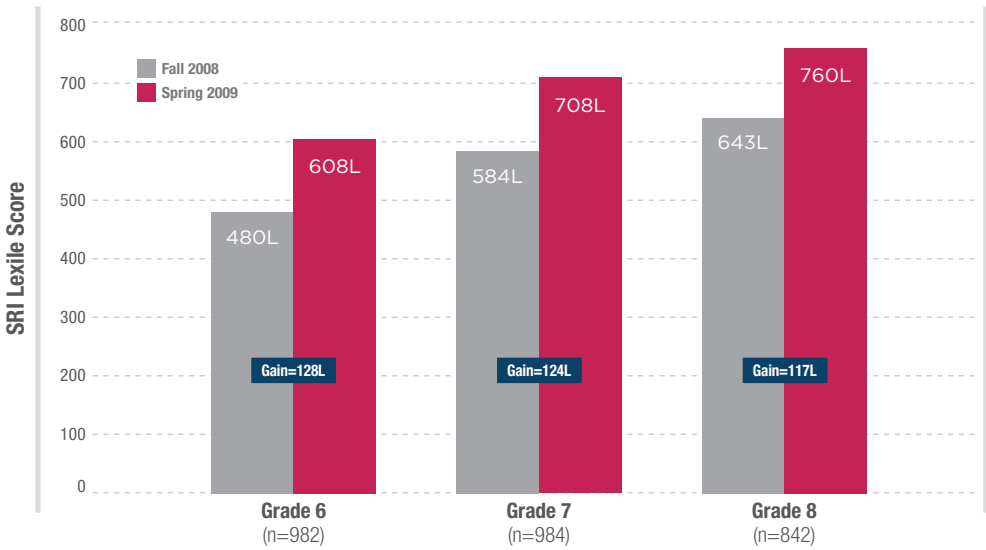
READ 180 middle school students exceeded fall-to-spring gains on SRI (Graph 2). Further, dependent t-tests indicate that each grade level achieved significant gains in SRI Lexile (L) measures from pretest to posttest, with sixth graders gaining an average of 128L, seventh graders 124L, and eighth graders 117L.

GRAPH 1
Northeastern Florida School District *READ 180* Students, Grades 6–8 (N=2,808)
Change in Performance on FCAT Reading DSS Score Compared to District and State, 2008 and 2009



Note. The change in DSS score is statistically significant for *READ 180* students in the sixth (t=25.8, p=0.00), seventh (t=30.04, p=0.00), and eighth (t=35.54, p=0.00) grades.

GRAPH 2
Northeastern Florida School District *READ 180* Students, Grades 6–8 (N=2,808)
Performance on SRI, 2008 and 2009



Note. The change in SRI Lexile score is statistically significant for *READ 180* students in the sixth (t=22.54, p=0.00), seventh (t=23.98, p=0.00), and eighth (t=21.66, p=0.00) grades.

Middle School Studies

ROCHESTER CITY SCHOOL DISTRICT

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2009–2011
Grades: 7–8
Assessment: *Scholastic Reading Inventory* (SRI)
Participants: N=16
Implementation: 90-minute model

OVERVIEW

Located in Rochester, NY, East High School enrolls approximately 1,770 students in Grades 7–12. East High School runs a middle school autism program that consists of two self-contained classrooms of seventh- and eighth-grade autistic students. The school began using *READ 180* in 2006 and the program was first implemented for autistic students in 2009–2010, when the autism program was in its beginning stages. By the 2010–2011 school year, there were two classrooms of autistic students—seventh and eighth grade—with eight students in each class. Of these students, 14 (88%) were male, 13 (81%) received free and reduced-price lunch, and 3 (19%) were English language learners (ELL). Half (50%) of the students were African American; the remaining students were Latino (13%), Caucasian (13%), and Asian (6%).

The program for autistic students at East High School retained the basic *READ 180* model; however, some minor modifications were made and increased support was provided for certain components (Table 1). Implemented four days a week, each day began and ended with whole-group, teacher-directed instruction, as prescribed, and was delivered to each grade level separately. During the small-group rotations, the two grade levels were combined, and students moved between the two classrooms as they rotated through stations of small-group instruction, independent reading, and individual practice on the software.

► **Teachers report benefits of *READ 180* for autistic students.**

RESULTS

In 2010–2011, a group interview was conducted with the seventh- and eighth-grade classroom teachers, the literacy coach, and the principal to ascertain their impressions of the effectiveness of *READ 180* for the 16 students in the autism program. Brief interviews were also conducted with two students. The interviewees identified a number of specific aspects of *READ 180* that they found were particularly beneficial for autistic students and their teachers (Table 2): 1) highly predictable structure; 2) motivating computer-based instruction; 3) high-interest content; 4) visual resources to support comprehension; 5) scaffolded writing; 6) scaffolded support for reading comprehension; and 7) daily, differentiated lessons with teachers and peers. In addition, the teachers reported that the following adjustments and supports helped to make the program successful for autistic students: 1) grouping by reading level; 2) stations located in separate spaces; 3) occasional supplemental materials to target individual needs; 4) common *READ 180* planning time for teaching staff; and 5) ongoing professional development and coaching.

Scholastic Reading Inventory (SRI) results of the 16 autistic students revealed a wide range of reading proficiency and progress across the two classrooms, which is typical among autistic students who experience a variety of cognitive and behavioral challenges. In the 2010–2011 school year, seventh grade fall Lexile measures ranged from Beginning Reader (BR) to 796L, while spring Lexile measures ranged from BR to 820L. In the eighth grade, fall Lexile measures ranged from BR to 986L, and spring Lexile measures ranged from BR to 1242L.

The performance of the eight eighth-grade autistic students on SRI was explored to demonstrate student gains made while using *READ 180* for two years (Graph 1). Four students, who entered the program with some reading proficiency (Lexile measures ranging from 400L to 1000L), made more than one grade level of growth (a range of gains from approximately 200L to 500L) after receiving *READ 180* instruction. Three other students, who entered the program with limited reading proficiency, made a range of gains from approximately 50L to 200L after receiving the instruction.

TABLE 1
East High School *READ 180* Autisitc Students, Grades 7–8 (N=16)
Program Modifications of *READ 180* for Autistic Students, 2009 to 2011

Program Modifications of <i>READ 180</i> for Autistic Students
1. Grouping by reading levels
2. Stations located in separate spaces
3. Occasional supplemental materials to target individual needs
4. Common <i>READ 180</i> planning time for teaching staff
5. Ongoing professional development and coaching

TABLE 2
East High School *READ 180* Autisitc Students, Grades 7–8 (N=16)
Reported Benefits of *READ 180* for Autistic Students, 2009 to 2011

Reported Benefits of <i>READ 180</i> for Autistic Students
1. Highly predictable structure
2. Motivating computer-based instruction
3. High-interest content
4. Visual resources to support comprehension
5. Scaffolded writing
6. Scaffolded support for reading comprehension
7. Daily, differentiated lessons with teachers and peers

Middle School
Studies

SAINT PAUL PUBLIC SCHOOLS, MN

AUTHOR: N. ADMON

STUDY PROFILE

Evaluation Period: 2003–2004
Grades: 7–8
Assessment: *Scholastic Reading Inventory* (SRI)
Participants: N=573
Implementation: 70- to 90-minute model

OVERVIEW

During the 2003–2004 school year, Saint Paul Public Schools implemented *READ 180* in eleven middle schools to accelerate struggling readers’ academic performance.

A total of 820 students participating in the *READ 180* program during the 2003–2004 school year comprised the sample described in this report. Four hundred thirteen were seventh graders and 407 were eighth graders. Of these, 29% were African American, 31% were Asian American, 24% were Caucasian, 14% were Hispanic, and 2% were Native American. Approximately 45% of students were classified as general education students, 34% were classified as English language learners (ELL), and 15% were students with disabilities.

► **More time spent on the *READ 180* software is associated with greater improvement on SRI.**

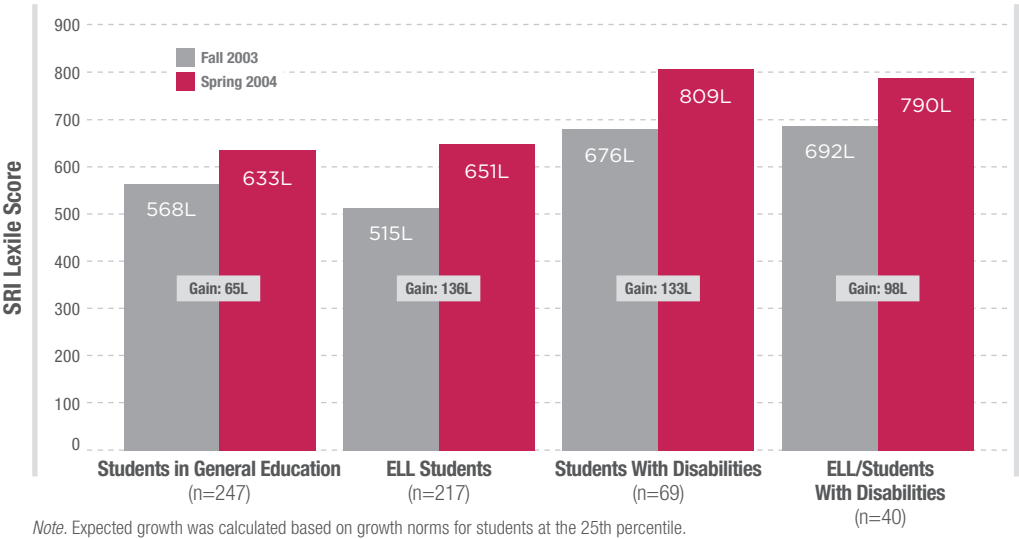
RESULTS

Admon (2005), an independent researcher, collected pretest and posttest *Scholastic Reading Inventory* (SRI) scores from 573 seventh- and eighth-grade students (2005). Following one year of *READ 180* instruction, data indicate that *READ 180* students exceeded fall-to-spring Lexile (L) growth on SRI ($p<0.01$). Typically, middle school students performing at the 25th percentile are expected to gain 75L. Findings indicate that *READ 180* students achieved an average gain of 110L, 35L higher than expected annual growth. In addition, as Graph 1 shows, the SRI Lexile gains exhibited by students classified as ELL or as having a disability also exceeded annual growth expectations (136L and 133L, respectively). An analysis of variance (ANOVA) revealed that mean pretest to posttest gains between these subgroups were not significantly different ($p=0.13$). This suggests that *READ 180* can be used effectively with diverse readers.

The percentage of students falling into each of the SRI Performance Levels—Below Basic, Basic, Proficient, and Advanced—was examined in 2003 and 2004. In 2003, prior to *READ 180*, 86% of targeted students fell in the Below Basic or Basic Performance Levels. However, by spring 2004, only 72% did, a reduction of 14%. Conversely, the percentage of students falling into the Proficient and Advanced categories doubled, from 14% to 28%. Further, 61% of students who performed at the Below Basic Performance Level in 2003 moved to the Basic Performance Level or higher (Graph 2).

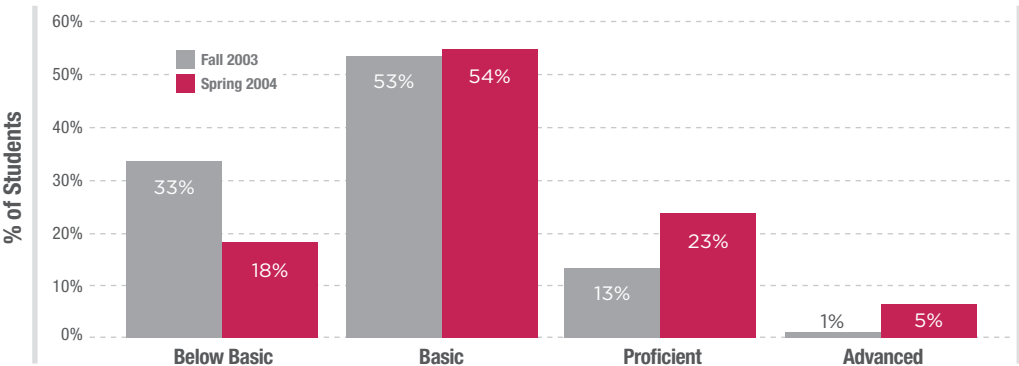
Data on level of *READ 180* implementation was also provided for each classroom. Graph 3 depicts the amount of student growth in SRI stanines in classrooms with varying amounts of time devoted to *READ 180*. T-test and regression analysis shows that students spending a greater number of hours on the *READ 180* software were more likely to exhibit improvement on SRI. For example, schools with daily *READ 180* classes over 70 minutes performed significantly better than schools with classes under 70 minutes.

GRAPH 1
Saint Paul Public Schools *READ 180* Students, Grades 7–8 (N=573)
Performance on SRI by Student Group, 2003 and 2004

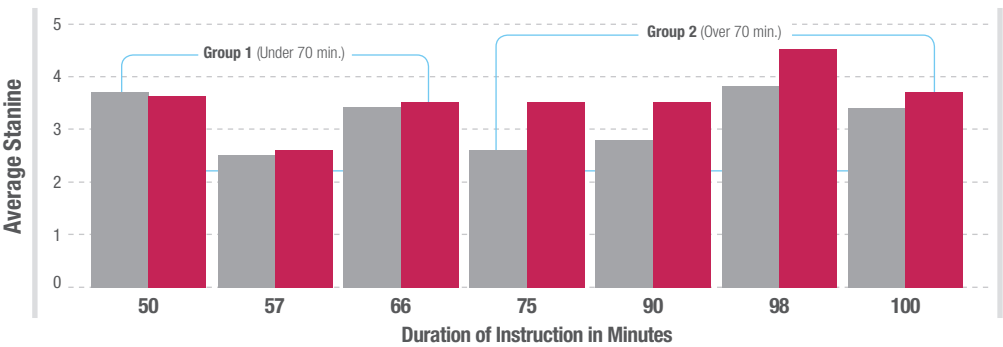


Middle School Studies

GRAPH 2
Saint Paul Public Schools *READ 180* Students, Grades 7–8 (N=573)
Performance on SRI by Performance Level, 2003 and 2004



GRAPH 3
Saint Paul Public Schools *READ 180* Students, Grades 7–8 (N=573)
Performance on SRI by Instruction Time, 2003 to 2004



SCHOOL DISTRICT OF OSCEOLA COUNTY, FL

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2009–2010
Grades: 6–10
Assessment: Florida Comprehensive Assessment Test (FCAT) Reading
Participants: N=1,333
Implementation: 90- to 100-minute model

OVERVIEW

During the 2009–2010 school year, the School District of Osceola County (SDOC) implemented *READ 180* with middle and high school students who tested in Level 1 or Level 2 on the prior year’s Florida Comprehensive Assessment Test (FCAT) Reading Test. Approximately 59% of these students were Hispanic, 19% were Caucasian, 12% were African American, 7% were multiracial, and 2% represented other ethnicities. Nearly 75% were economically disadvantaged and received free or reduced-price lunch through the National School Lunch Program, 16% of students were English language learners (ELL), and 19% were students with disabilities.

► *READ 180* students in general education and students with disabilities exceeded expected yearly growth benchmarks on FCAT Reading.

RESULTS

FCAT Reading Test data were examined for 1,333 sixth-through tenth-grade students who had spring 2009 and spring 2010 scores. Dependent t-tests revealed that each grade level made significant Developmental Scale Score (DSS) gains on the FCAT Reading Test from 2009 to 2010 (Table 1). Students in the seventh and eighth grades made the largest improvements, demonstrating gains of 208 and 166 DSS points, respectively. Data also indicated that *READ 180* students exhibited much greater DSS growth from 2009 to 2010 than did their peers in the state and district (Graph 1). For example, the seventh grade *READ 180* DSS change was 94 points higher than that observed statewide and 71 points higher than that observed district wide. It is important to note that tenth-grade students across the state performed well below the 77-point DSS growth benchmark. In general, the tenth grade FCAT Reading test is more rigorous than for the other grade levels. Notably, tenth grade *READ 180* students outperformed their district and state peers.

Findings revealed that, overall, more than half (55%) of all *READ 180* students surpassed the DSS growth benchmark on the FCAT Reading test. When the data were parsed by education classification, the percentage of students with disabilities who performed above the expected DSS growth benchmark was comparable (48%) to that of all *READ 180* students with disabilities (55%). Further disaggregation of the data by disability type revealed that approximately 77% of these students have a specific learning disability, including dyslexia. As Graph 2 shows, students with a specific learning disability demonstrated higher rates of surpassing the growth benchmark (51%) than did students with a language impairment (25%) or an emotional and/or behavioral disorder (33%).

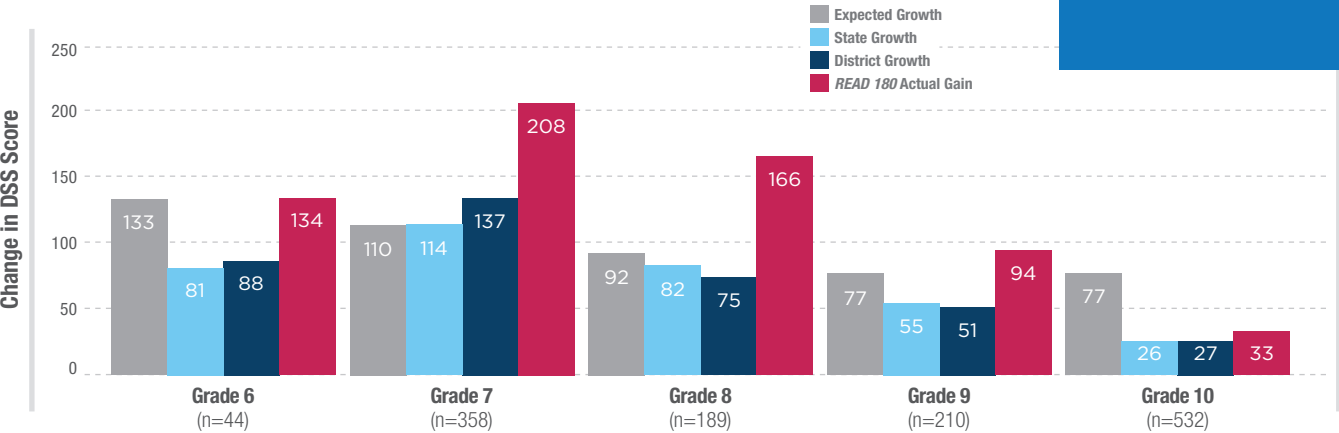
TABLE 1

School District of Osceola County *READ 180* Students, Grades 6–10 (N=1,333)
Performance on FCAT Reading Test, 2009 and 2010

Grade	N	2009 FCAT DSS	2010 FCAT DSS	FCAT DSS Gain
6	44	1245	1379	134
7	358	1410	1618	208
8	189	1516	1682	166
9	210	1577	1672	94
10	532	1737	1770	33
All	1,333	1576	1688	112

GRAPH 1

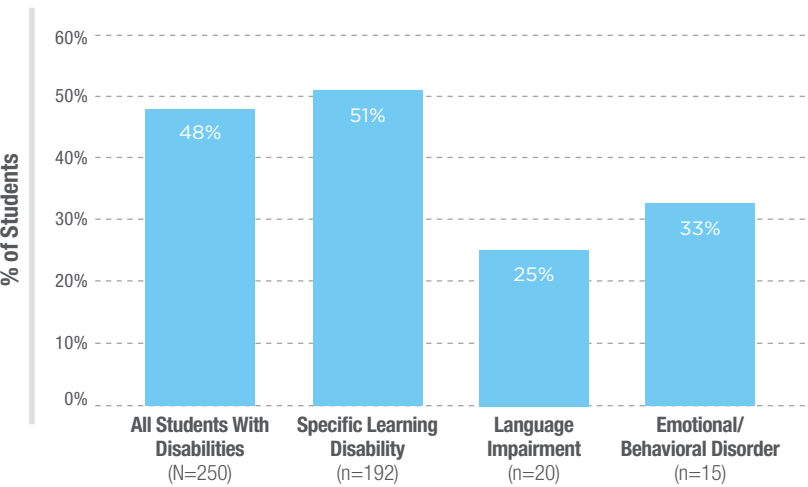
School District of Osceola County *READ 180* Students, Grades 6–10 (N=1,333)
Performance on FCAT Reading, 2009 to 2010



Middle School Studies

GRAPH 2

School District of Osceola County *READ 180* Students With Disabilities, Grades 6–10 (N=250)
Percentage of Students Surpassing FCAT Reading DSS Growth Benchmarks by Disability, 2010



Note. Of the 250 students with disabilities, 192 were classified as having a specific learning disability, 14 were classified as having language impairment, and 15 were classified as having an emotional/behavioral disorder. The remaining students were classified as having a speech impairment, a hearing impairment, an orthopedic impairment, a health impairment, or intellectual disability, or autism. Only groups with 15 or more students were evaluated separately for the analysis.

CENTRAL CONSOLIDATED SCHOOL DISTRICT, NM

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2002–2004
Grades: 9–12
Assessment: *Scholastic Reading Inventory* (SRI)
Participants: N=79
Implementation: 90-minute model

OVERVIEW

Located within the Northeastern section of the Navajo Indian Reservation in New Mexico, the Central Consolidated School District (CCSD) piloted *READ 180* during fall of 2002 at Shiprock High School to increase student reading achievement among ninth- and tenth-grade students. One hundred percent of Shiprock’s 815 students are Native American, and face unusual challenges. For example, 80% of students ride the bus for more than 100 miles to and from school each day.

During the 2002–2003 school year, 39 students (18 ninth graders and 21 tenth graders) participated in *READ 180*. Forty students (24 ninth graders, 14 tenth graders, one eleventh grader, and one twelfth grader) participated during the following 2003–2004 school year. In addition, longitudinal data for 2002–2003 *READ 180* students who did not participate in *READ 180* during the 2003–2004 school year is included in this analysis, as well as the data from a subset of six students who participated in *READ 180* through both of these years, from fall 2002 to spring 2004.

► **Native American *READ 180* high school students demonstrated statistically significant improvements on SRI.**

RESULTS

In order to measure the impact of *READ 180*, Shiprock collected and examined data from the *Scholastic Reading Inventory* (SRI) for two consecutive school years (Scholastic Research, 2004). Overall, Shiprock students enrolled in *READ 180* evidenced statistically significant reading gains on SRI.

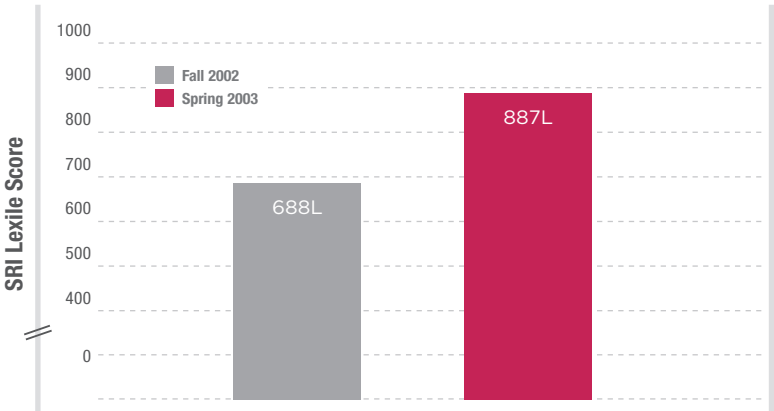
From 2002–2003, 82% of *READ 180* participants improved their SRI Lexile (L) measures. On average, ninth- and tenth-grade students who participated in *READ 180* gained 199L, from 688L at pretest to 887L at posttest. The statistically significant Lexile gain demonstrated by *READ 180* students is more than quadruple the expected fall-to-spring growth for high school students (50L) (Table 1 and Graph 1).

During the 2003–2004 school year, ninth- through twelfth-grade students who participated in *READ 180* gained an average of 127L, from 796L at pretest to 923L at posttest. Similar to the previous year, the Lexile gain demonstrated by the *READ 180* students exceeds the expected gain as determined by the normative sample (Graph 2).

TABLE 1
Central Consolidated School District *READ 180* Students in Grades 9–12 (N=60)
Performance on SRI, 2002 to 2004

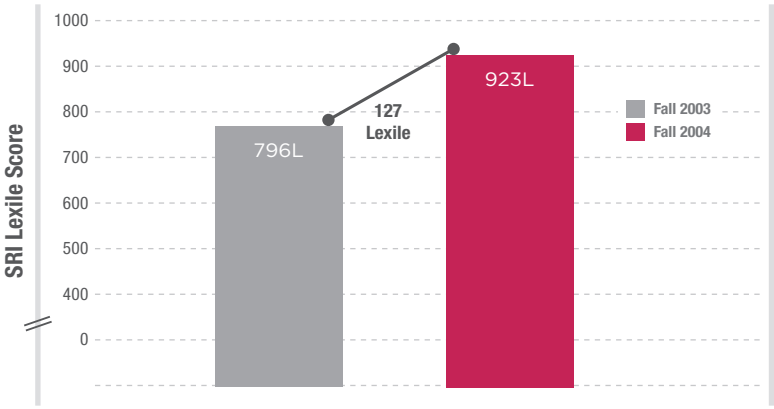
SRI	N	Pretest	Posttest	Gain
2002–2003	28	688	887	199
2003–2004	32	796	923	127

GRAPH 1
Central Consolidated School District *READ 180* Students, Grades 9–10 (N=28)
Performance on SRI, 2002 to 2003



Note. The change in average SRI scores was 199.0L. The gains in Lexile scale scores from the pretest to the posttest are statistically significant, and the effect size is 1.02, which is considered a large effect.

GRAPH 2
Central Consolidated School District *READ 180* Students, Grades 9–12 (N=32)
Performance on SRI, 2003 to 2004



Note. The change in average SRI scores was 126.8 L. The gains in Lexile scale scores from the pretest to the posttest are statistically significant, and the effect size is 0.83, which is considered a large effect.

High School
Studies

CLARK COUNTY SCHOOL DISTRICT, NV

AUTHOR: PAPALEWIS, R.; ZVOCH & LETOURNEAU; RICHMOND, E.

STUDY PROFILE

Evaluation Period: 2002–2006
Grades: 6–9
Assessment: *Scholastic Reading Inventory* (SRI)
Participants: N=423 (middle school);
N=2,226 (high school)
Implementation: 90-minute model

OVERVIEW

Located in Las Vegas, Nevada, Clark County School District (CCSD) first implemented *READ 180* at eight middle schools and two high schools during the 1999–2000 school year. In order to measure the effectiveness of *READ 180* with middle school students, CCSD collected pretest and posttest data from the *Scholastic Reading Inventory* (SRI) during the 2002–2003 school year. For this analysis, the data from 14 middle schools were analyzed by Dr. Rosemary Papalewis (2003). In a separate analysis and in order to examine the impact of *READ 180* on high school students, CCSD collected SRI data from the 2004–2005 school year from 1,945 ninth graders; this data was analyzed by Keith Zvoch and Larry Letourneau (2006). In addition to these analyses, high school dropout rates were later reported by Emily Richmond (2006) in the local paper.

RESULTS

Middle School Results (Papalewis, 2003)
SRI Normal Curve Equivalent (NCE) and Percentile Rank (PR) scores were obtained for 423 *READ 180* students who completed pretests during August–October 2002, and posttests during March–May 2003. During 2002 to 2003, CCSD was shifting their student tests from the Terra Nova test (fall 2001) to the Iowa Test of Basic Skills (fall 2002); therefore, comparison scores were not available for the purposes of this study. From pretest to posttest, *READ 180* students demonstrated an average gain of 119 Lexile (L) measures and a PR gain of five points on SRI (Table 1). These gains correspond to an average NCE gain of 7.3*. An analysis of SRI scores revealed that these improvements were statistically significant ($p<0.01$).

Papalewis’s analysis also examined the percentage of students at pretest and posttest in each of the four SRI Performance Levels: Below Basic, Basic, Proficient, and Advanced. After

► **Dropout rates decreased at two *READ 180* high schools by 35% and 55%.**

participation in *READ 180*, 34% of sixth graders, 50% of seventh graders, and 62% of eighth graders improved their Performance Level (Graph 1).

High School Results (Zvoch & Letourneau, 2006)
During the 2004–2005 school year, SRI scores were collected and analyzed for ninth grade *READ 180* students. Findings from a growth analysis revealed that students with disabilities and English language learner (ELL) students grew at a faster rate than their general education and English proficient peers, respectively. In fall 2004, students with disabilities were at a significantly lower reading level than general education students. After one year of *READ 180*, students gained, on average, just over half (0.54) of a scale score point per day as compared to the general education average gain of approximately one quarter of a scale score point per day. As a result, the gap in performance between students with disabilities and general education students was reduced from 150 to 80 scale score points (or, from 0.60 to 0.32 of a standard deviation). Similarly, ELL students grew faster than their English proficient peers during ninth grade. ELL students gained an average of half (0.50) a scale score point per day, whereas English proficient students gained just over one quarter of a scale score point per day. The achievement gap between ELL and English proficient students was thereby reduced from 200 to 140 scale score points (or, from 0.80 to 0.56 of a standard deviation).

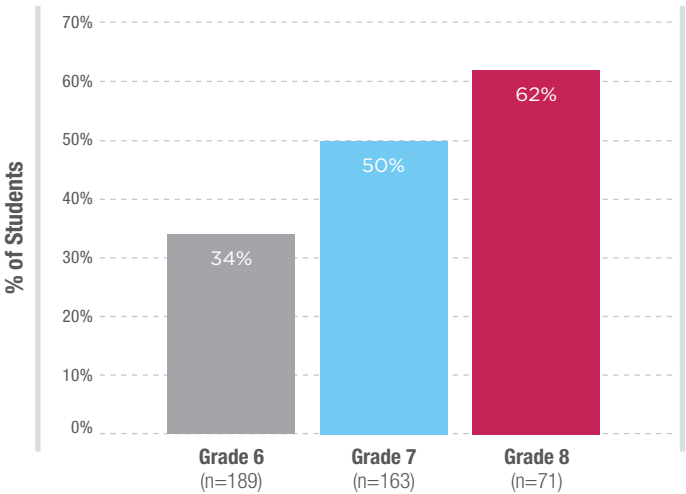
High School Results (Richmond, 2006)
Following the results presented above, high school dropout rates were reported in the local paper. According to Richmond, two high schools in CCSD attributed decreases in their dropout rates, in part, to the introduction of reading intervention with *READ 180*. At Cimarron-Memorial High School, which began its *READ 180* program with 215 students during fall 2004, and at Centennial High School, which began its program with 106 students in fall 2005, the dropout rate decreased by 35% and by 55%, respectively, during the first year of *READ 180* implementation. Overall dropout rates in CCSD decreased by 11% during 2004–2005 and 13% during 2005–2006 (Graph 2).

TABLE 1
Clark County School District *READ 180* Students, Grades 6–8 (N=423)
Performance on SRI by NCE, Percentile Rank, and Lexile Score, 2002 to 2003

SRI	Pretest	Posttest	Gain	N
NCEs	11.3	18.6	7.3	423
Percentile Rank	7.3	12.6	5.4	423
Lexile*	461.1	579.9	118.8	339

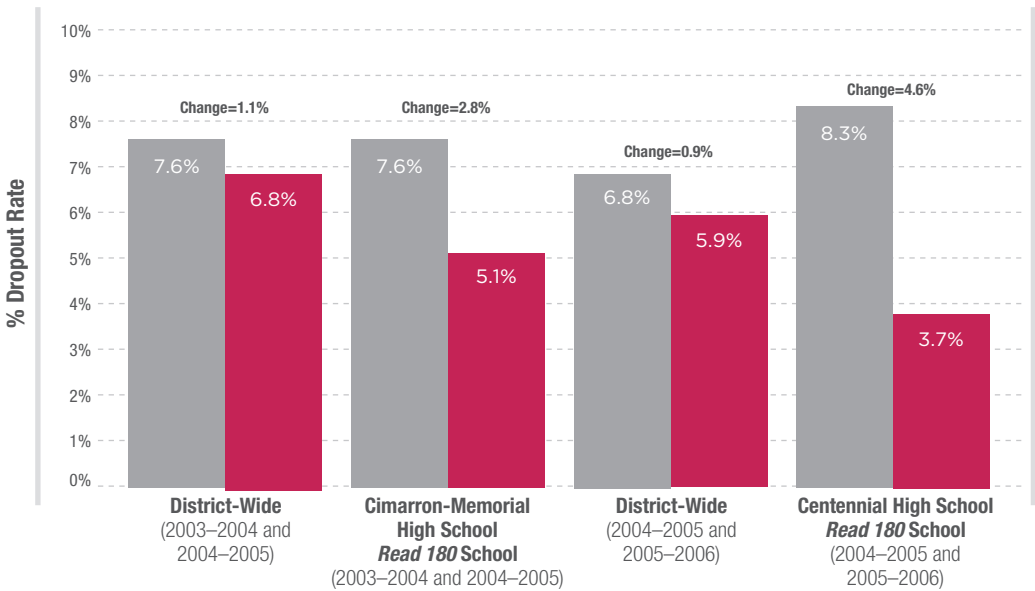
*Lexile data available only for subset of 339 students.

GRAPH 1
Clark County School District *READ 180* Students in Grades 6–8 (N=423)
Percentage of Students Moving to a Higher Proficiency Level on the SRI, 2002 to 2003



High School Studies

GRAPH 2
Clark County School District Students*
High School Dropout Rates by District and School, 2004 to 2006



*From 2003–2006, the student enrollment in CCSD increased from 255,328 to 291,329.

COLTON JOINT UNIFIED SCHOOL DISTRICT, CA

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2008–2009
Grades: 9
Assessment: California Standards Test of English Language Arts (CST ELA)
Participants: N=212
Implementation: 110-minute model

OVERVIEW

The Colton Joint Unified School District (CJUSD) enrolls more than 24,000 students in 18 elementary schools, four middle schools, two comprehensive high schools, one continuation high school, one alternative school, one adult program, and one preschool center. Most of the students are Hispanic (78%), and many are from low-income families (67%).

CJUSD was designated as a “program improvement district” for failing to show adequate reading gains for English learners and students with disabilities for four consecutive years. Concerned with meeting state benchmarks, the district sought to adopt a rigorous literacy intervention program that would not only accelerate the academic performance of struggling readers, but would also meet University of California-approved coursework.

During the 2007–2008 school year, CJUSD worked with Scholastic representatives to create an *English 1 Intensive* course, customizing the research-based *READ 180* program to incorporate core district requirements that meet the requirements of a University of California-approved course. The 110-minute college-preparatory Intensive class combined the 90-minute *READ 180* instructional model with novels and short readings from the California ninth-grade English Language Arts (ELA) Recommended Reading List. In addition, the *rBook* Teaching System was modified so that all reading comprehension, vocabulary, and writing instruction directly related to core literature.

Beginning with the 2008–2009 school year, CJUSD placed struggling ninth-grade students who scored 275 or less on the California Standards Test of English Language Arts Reading Test (CST ELA) and demonstrated a *Scholastic Reading Inventory* (SRI) Lexile of 750 or less into the new *English 1 Intensive* classroom. A total of 212 ninth-grade students participating in the *English 1 Intensive* program comprise the sample of this report.

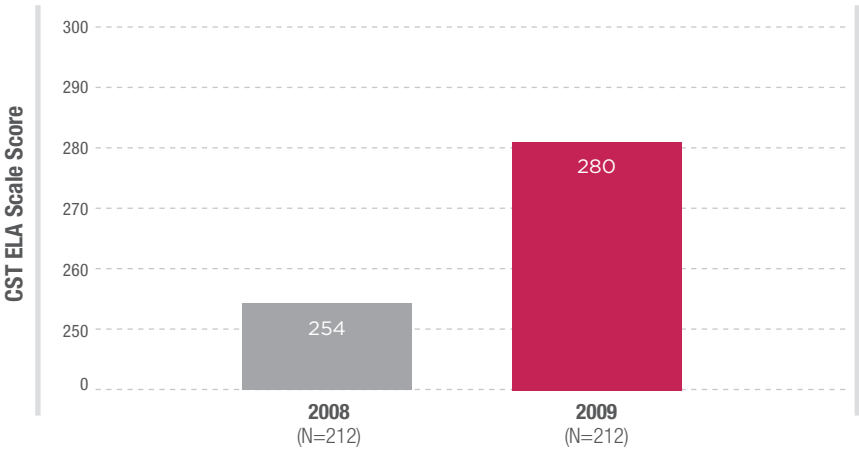
► **Students using *READ 180* in *English 1 Intensive* course achieve significant gains on the CST ELA.**

RESULTS

Scholastic Research (2009) analyzed data from all students who had valid test data from the spring 2008 and spring 2009 administrations of the CST ELA. Data indicate that, on average, ninth graders enrolled in the *English 1 Intensive* class made significant improvement in their reading ability, as measured by the CST ELA. From spring 2008 to spring 2009, average CST ELA scale scores changed from 254 to 280, a significant difference of 26 scale score points (Graph 1).

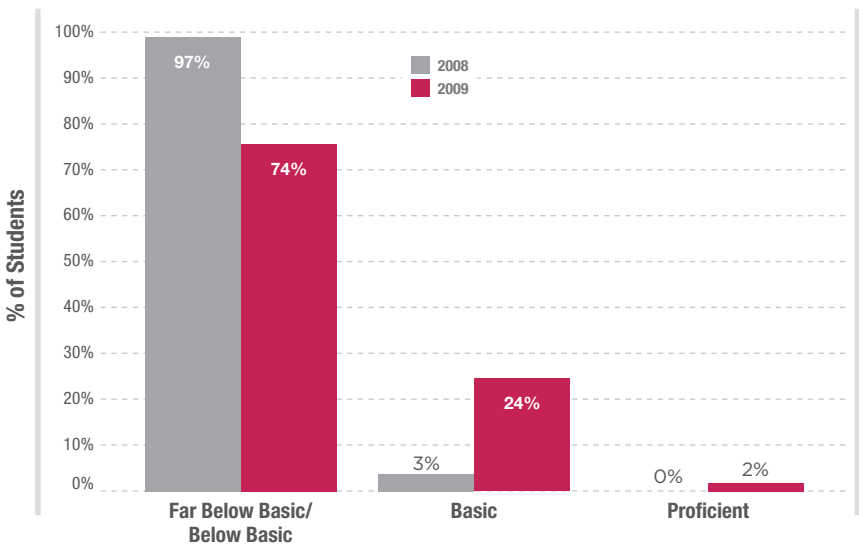
In addition, dependent t-tests showed there was a significant reduction in the percentage of *English 1 Intensive* students performing at the Far Below Basic and Below Basic performance levels on the CST ELA from 2008 to 2009. Whereas almost all of the 212 targeted students fell into the Far Below Basic or Below Basic performance level in 2008, only three-quarters did so in 2009. This decrease in students scoring Far Below Basic or Below Basic is statistically significant. Meanwhile, the percentage of students performing at the Basic Level and the Proficient Level significantly increased. Whereas only 3% of these targeted students achieved the Basic Level or Proficient Level in 2008, more than one-quarter (26%) did in 2009 (Graph 2).

GRAPH 1
Colton Joint Unified School District *READ 180* Students, Grade 9 (N=212)
Performance on CST ELA, 2008 and 2009



Note. The difference in mean scale score from 2008 to 2009 is statistically significant ($t=12.40$, $p=0.00$)*.

GRAPH 2
Colton Joint Unified School District *READ 180* Students, Grade 9 (N=212)
Performance on CST ELA by Performance Level, 2008 and 2009



Note. The decrease in percentage of students scoring Far Below Basic and Below Basic from 2008 to 2009 is statistically significant ($t=7.40$, $p=0.00$). The increase in percentage of students scoring Basic and Proficient from 2008 to 2009 is statistically significant ($t=6.97$, $p=0.00$; $t=2.01$, $p<0.05$)*.

*Pre-post differences are for illustration purposes only. According to the CST guidelines, comparisons can only be made within the same subject and grades. For example, comparing 9th grade ELA scores in 2006 with 9th grade ELA scores from 2009.

High School Studies

DAVIESS COUNTY SCHOOL DISTRICT, KY

AUTHOR: DAVIESS COUNTY SCHOOL DISTRICT

STUDY PROFILE

Evaluation Period: 2003–2004
Grades: 6, 9
Assessment: Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), Comprehensive Test of Basic Skills (CTBS)
Participants: N=122
Implementation: 90-minute model

OVERVIEW

Located in northwestern Kentucky, Daviess County School District (DCSD) serves students in kindergarten through twelfth grade. During the 2003–2004 school year, DCSD implemented *READ 180* in one middle school and two high schools.

At Daviess Middle School (MS), sixth graders who scored below the 50th percentile on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) reading test were selected to participate in the *READ 180* reading intervention program. Participating middle school students were classified as students with disabilities, general education students, or alternative education students.

At Apollo High School (HS) and Daviess HS, ninth graders who scored below the 50th percentile on Explorer tests were also selected to participate. All high school *READ 180* participants were designated as general education students.

► **Double the percentage of ninth-grade students scored “above average” on the CTBS after one year of *READ 180*.**

RESULTS

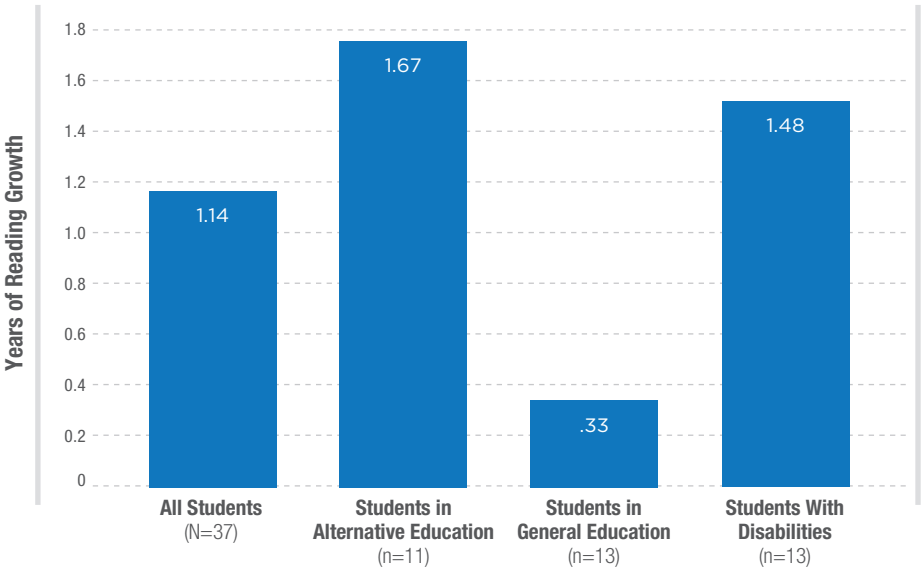
Results from the NWEA MAP for 37 middle school students and the Comprehensive Test of Basic Skills (CTBS) for 85 high school students were collected and analyzed by the DCPS Assessment, Research, and Curriculum Department (2005). This analysis discusses the results for students at Daviess MS and Daviess HS only.

Findings reveal that middle school students achieved a statistically significant gain of 5.7 RIT (Rausch Units) on the NWEA MAP test. Typically middle school students are expected to gain 3.2 RIT units. The actual RIT gain demonstrated by *READ 180* students exceeded the typical RIT fall-to-spring gain by 2.2 points (as determined by the 2008 normative sample). This translates into nearly two years’ reading growth (Graph 1). Overall, 40% more students at Daviess MS were reading on grade level following one year of *READ 180*.

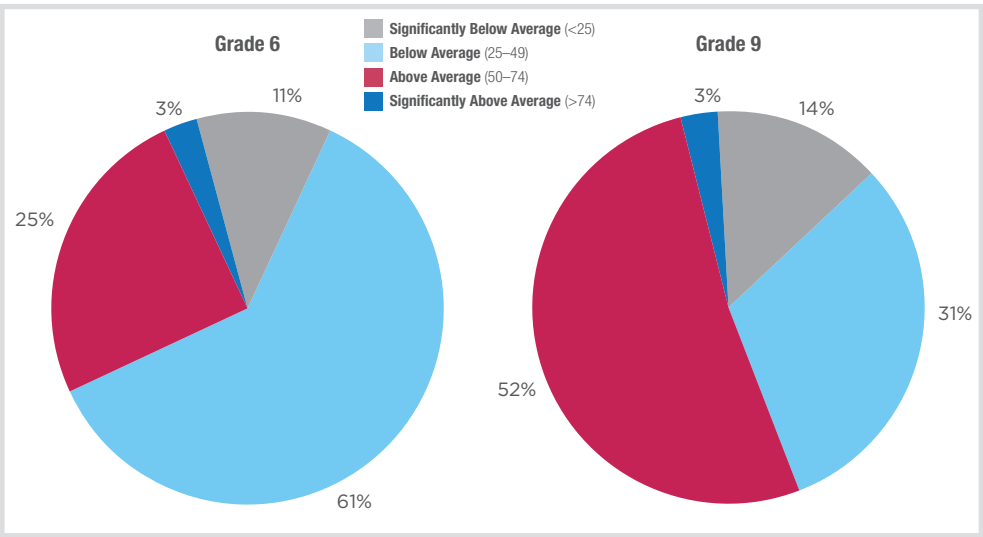
The CTBS is a norm-referenced test that assesses and compares individual student achievement to other students nationwide in the same grade. Ninety-five students with valid pretest and posttest CTBS scores were included in the data analysis. The CTBS is administered in the sixth and ninth grades.

At Daviess HS, 72% of the study sample had scored below average range on the CTBS when they were in sixth grade. After *READ 180* intervention, only 45% of these students were reading below average. Meanwhile, the number of students reading above average doubled, from 25% to 52% (Graph 2). The average gain on the CTBS test from sixth to ninth grade for this cohort of *READ 180* students was 6.0 National Percentile (NP) points.

GRAPH 1
Daviess County School District *READ 180* Students, Grade 6 (N=37)
Performance on NWEA MAP, 2002 to 2003



GRAPH 2
Daviess County School District *READ 180* Students, Grade 9 (N=85)
CTBS Distribution of Scores Before and After *READ 180*, 2001 and 2004



High School Studies

JAMES A. GARFIELD SENIOR HIGH SCHOOL LOS ANGELES UNIFIED SCHOOL DISTRICT, CA

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2010–2011
Grades: 9 & 10
Assessment: California Standards Test of English Language Arts (CST ELA)
Participants: N=415
Implementation: 90-minute model

OVERVIEW

Serving approximately 4,270 students in Grades 9–12, James A. Garfield Senior High School (Garfield High) is one of more than sixty high schools in the Los Angeles Unified School District (LAUSD). As the second-largest public school district in the country, LAUSD serves approximately 695,000 diverse students in Grades PreK–12, at 696 schools. The large majority of students at Garfield High are Hispanic (99%). Approximately 87% of the students receive free and reduced-price lunch, and 30% of students are classified as English language learners (ELL).

Garfield High had been using *READ 180* as an integral component of its *English 1 Intensive* course for ninth-grade students since 2008. During the 2010–2011 academic year, the school continued using *READ 180* with its *English 1 Intensive* course for ninth graders and expanded to offer an *English 2 Intensive* course for tenth graders. The *English 1* and *English 2 Intensive* courses are yearlong courses built on the daily 90-minute *READ 180* Instructional model, which consists of time spent on the Instructional software, small-group instruction, and modeled and independent reading.

Students who performed at the Basic or below performance levels on the prior year California Standards Test of English Language Arts (CST ELA) were enrolled into one of the *English 1* or *2 Intensive* courses. Students who were enrolled into an *English 2 Intensive* course had also placed into *READ 180* during the 2009–2010 school year after having performed in the lower quartile of the CST ELA Far Below Basic performance level during the spring of 2009.

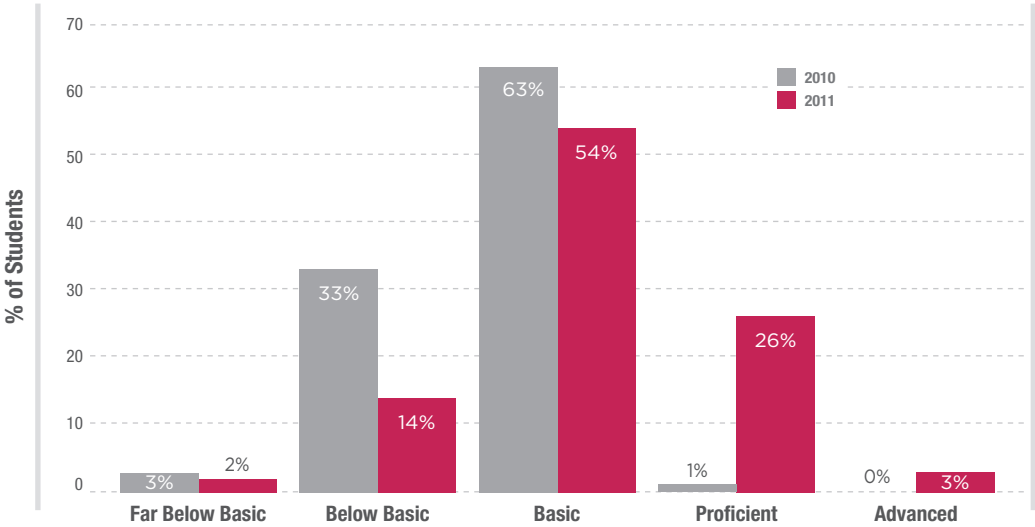
► **Ninth- and tenth-grade *English 1* and *2 Intensive* students are on track for college as demonstrated by state test.**

RESULTS

Data from the CST ELA was obtained from 232 ninth-grade and 183 tenth-grade students who used the program during the 2010–2011 school year. Analyses of the reading performance for ninth-grade students enrolled in *English 1 Intensive* revealed remarkable improvements. After one year of *English 1 Intensive*, built on the *READ 180* model, nearly 30% of these students performed at the Proficient level or above. As Graph 1 shows, from spring 2010 to spring 2011, the percentage of students who performed at Basic or below decreased from 99% (63% at Basic + 33% at Below Basic + 3% at Far Below Basic) in spring 2010 to 70% (54% + 14% + 2%) in spring 2011. In tandem, the percentage of students who performed at Proficient or above on the CST ELA increased from 1% to 29%.

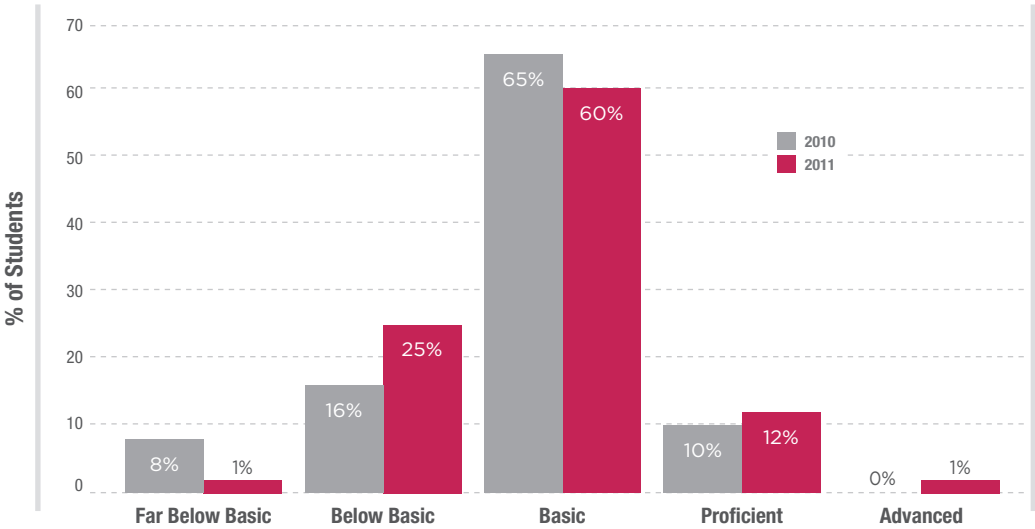
Likewise, tenth-grade students enrolled in *English 2 Intensive* also revealed improvements. As Graph 2 shows, from spring 2010 to spring 2011, the percentage of students who performed at Basic or below decreased from 89% (65% + 16% + 8%) to 86% (60% + 25% + 1%). Concurrently, the percentage of students who performed at Proficient or above on the CST ELA increased from 10% to 13%.

GRAPH 1
Garfield High *READ 180 English 1 Intensive* Students, Grade 9 (N=232)
Performance on CST ELA by Performance Level, 2010 to 2011



Note: Prior to *READ 180*, nearly all (99%) of ninth-grade students were performing at Basic or below. After one year of intervention, the percentage of students performing at Basic or below decreased to 70%.

GRAPH 2
Garfield High *READ 180 English 2 Intensive* Students, Grade 10 (N=183)
Performance on CST ELA by Performance Level, 2010 to 2011



Note: Prior to *READ 180*, 89% of tenth-grade students were performing at Basic or below. After one year of intervention, the percentage of students performing at Basic or below decreased to 86%.

High School
Studies

HERNANDO COUNTY SCHOOL DISTRICT, FL

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2009–2010
Grades: 9
Assessment: Florida Comprehensive Assessment Test (FCAT) Reading
Participants: N=436
Implementation: 47- to 97-minute model*

OVERVIEW

Hernando County School District (HCSD) is located on the central-west coast of Florida, north of Tampa Bay. Of the 22,820 students the district enrolls, approximately 74% are Caucasian, 13% are Hispanic, 7% are African American, 5% are Native American/Multiracial, and 1% are Asian. Approximately 16% of students are classified as having disabilities. During the 2009 to 2010 school year, ninth-grade students who scored in Level 1 or Level 2 on the spring 2009 Florida Comprehensive Assessment Test (FCAT) Reading were placed into *READ 180*.

**READ 180* implementation in HCSD varied from 47 to 97 minutes per day and from three to five days per week, with an alternating, full rotational schedule occurring every other day at some sites.

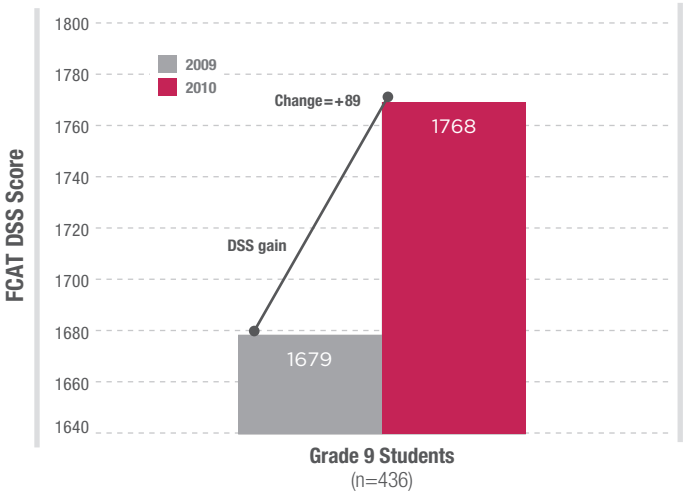
► **Ninth-grade *READ 180* students with specific learning disabilities exceeded expected yearly growth benchmarks on the FCAT Reading.**

RESULTS

Spring 2009 and spring 2010 FCAT Reading Developmental Scale Score (DSS) data were analyzed for 436 ninth-grade *READ 180* students. As Graph 1 shows, these students achieved an average FCAT Reading DSS score of 1679 at pretest and 1768 at posttest, resulting in a statistically significant gain of 89 points.

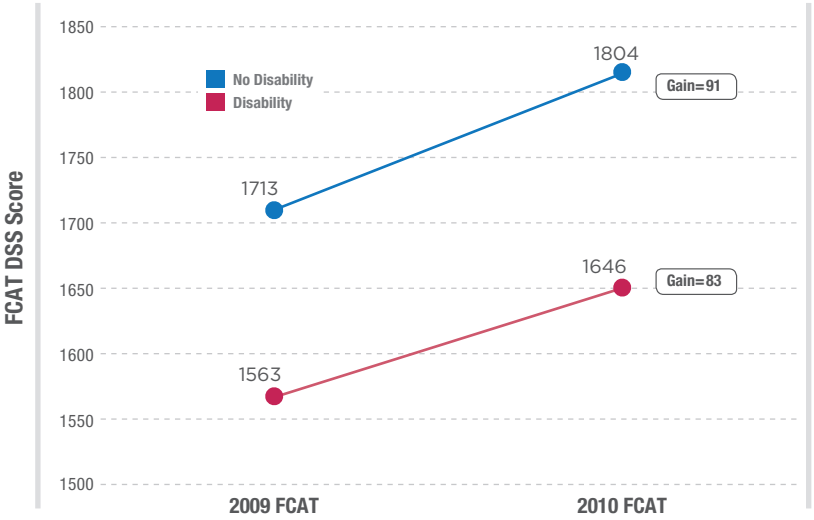
These improvements in performance were maintained when the data were disaggregated, revealing that students with disabilities also demonstrated statistically significant gains (Graph 2). Approximately two-thirds of students with disabilities include those diagnosed with a specific learning disability, including dyslexia. As Graph 3 illustrates, students with a specific learning disability showed the greatest average DSS gain and exceeded expected yearly growth benchmarks on the FCAT Reading Test in 2010.

GRAPH 1
Hernando County School District *READ 180* Students, Grade 9 (N=436)
Performance on FCAT Reading, 2009 to 2010



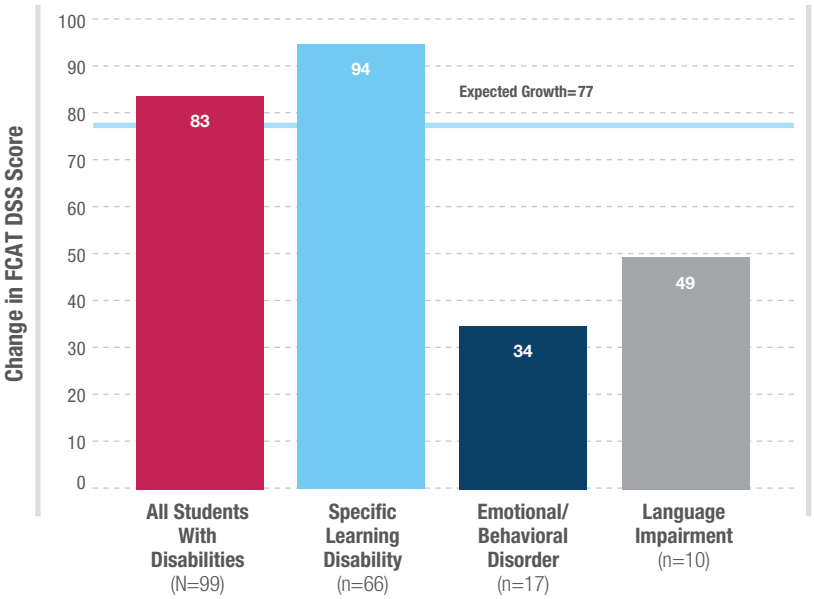
Note. The change in DSS score from 2009 to 2010 is statistically significant ($t=9.81, p=.00$).

GRAPH 2
Hernando County School District *READ 180* Students, Grade 9 (N=436)
Performance on FCAT Reading, 2009 to 2010



Note. The gain is statistically significant for students with disabilities ($t=9.83, p=.00$) and for students without disabilities ($t=3.35, p=.00$).

GRAPH 3
Hernando County School District *READ 180* Students With Disabilities, Grade 9 (N=99)
Change in DSS Scale Score on FCAT Reading by Disability, 2009 to 2010



Note. The gain is statistically significant for all students with disabilities ($t=3.35, p=.00$).

High School Studies

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT, CA

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2008–2009
Grades: 9
Assessment: Gates-MacGinitie Reading Test (GMRT), California Standards Test of English Language Arts (CST ELA)
Participants: N=168
Implementation: 90-minute model

OVERVIEW

Situated in western Orange County, the Huntington Beach Union High School District (HBUHSD) enrolls more than 16,000 students. Approximately 45% of students were Caucasian, 22% were Asian American, 22% were Hispanic/Latino, 7% Native American, 1% Filipino, 1% African American, 1% Pacific Islander, and less than 1% Multiracial. Twenty-one percent of HBUHSD students qualify for free and reduced-price lunch through the National School Lunch Program, and 10% of students were English learners.

HBUHSD was seeking to implement an adolescent literacy program for at-risk ninth-grade students, with the goal of strengthening students’ literacy skills and setting them on track for college. Toward this end, the district offered three high schools the opportunity to pilot a new *English 1 Intensive* class that carefully integrated *English 1* and *READ 180* into a comprehensive and cohesive course of study that would meet the A–G requirements for University of California-approved coursework.

During the 2008–2009 school year, the *English 1 Intensive* course was implemented with ninth-grade students in three classes in three different schools. The *English 1 Intensive* course combined the *READ 180* 90-minute instructional model with additional core literature designed to support the California Standards for ninth-grade English. Students who were selected to participate in the program scored a grade equivalent of 7.5 on the Vocabulary and Reading Comprehension Subtests of the Gates-MacGinitie Reading Test (GMRT) in their eighth-grade year (in February 2008).

► **Students using *READ 180* in *English 1 Intensive* course outperformed students in traditional *English 1* course on CST ELA.**

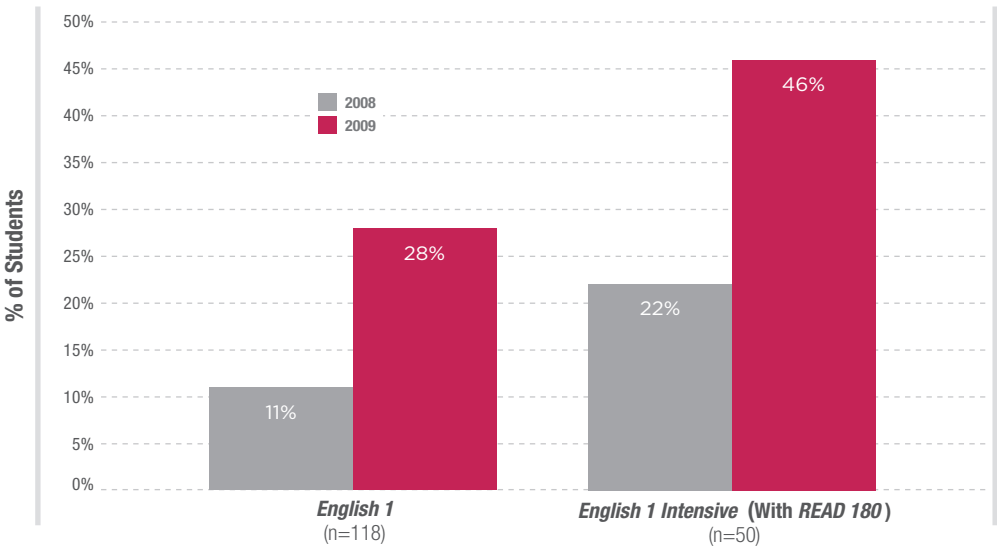
RESULTS

In an effort to measure achievement gains in the *English 1 Intensive* course, 2008 and 2009 data from the GMRT and California Standards Test of English Language Arts (CST ELA) was gathered from 50 students enrolled in the *English 1 Intensive* course and a comparison group of 118 students solely enrolled in the traditional *English 1* course (Scholastic Research, 2009).

Ninth-grade students who participated in HBUHSD’s *English 1 Intensive* course outperformed their peers in the traditional *English 1* class on measures of comprehension skills and ninth-grade English Language Arts standards. On the Comprehension subtest of the GMRT, an analysis of variance (ANOVA), demonstrated that a significantly greater proportion of students in the *English 1 Intensive* classes (46%) performed at or above the ninth-grade equivalent at posttest in 2009, as compared with 28% of students in the traditional *English 1* course (Graph 1).

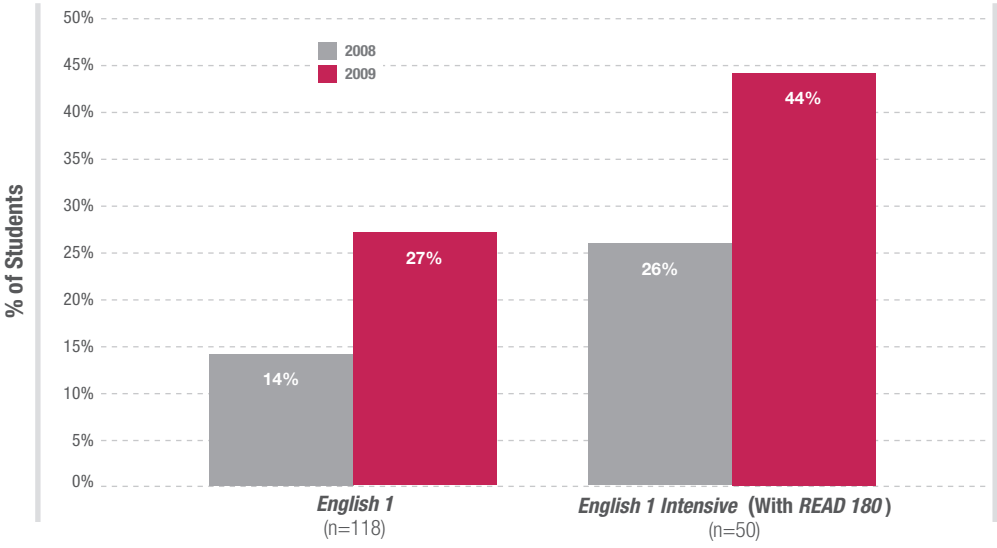
Students in the *English 1 Intensive* course also demonstrated positive outcomes on the CST ELA. ANOVA results indicated that a significantly greater proportion of students in the *English 1 Intensive* classes (44%) scored Proficient or Advanced on the 2009 CST ELA. Forty-four percent of the *English 1 Intensive* students scored Proficient or Advanced in 2009, compared with 27% of students in the traditional *English 1* classes (Graph 2).

GRAPH 1
Huntington Beach Union High School District *English 1* and *English 1 Intensive* Students, Grade 9 (N=168)
Percentage of Students Performing at or Above the Ninth-Grade Equivalent on GMRT Comprehension Subtest, 2008 and 2009



Note. The 2008 (pretest) difference between students in the traditional *English 1* course and *English 1 Intensive* course was not statistically significant; the 2009 (posttest) difference between students in the *English 1* course and *English 1 Intensive* course was statistically significant ($F(1,166)=5.24, p=.02$)*.

GRAPH 2
Huntington Beach Union High School District *English 1* and *English 1 Intensive* Students, Grade 9 (N=168)
Percentage of Students Scoring Proficient or Above on CST ELA, 2008 and 2009



Note. The 2008 (pretest) difference between students in the traditional *English 1* course and the *English 1 Intensive* course was not statistically significant; the 2009 (posttest) difference between students in the *English 1* course and *English 1 Intensive* course was statistically significant ($F(1,166)=4.66, p=.03$)*.

*Pre-post differences are for illustration purposes only. According to the CST guidelines, comparisons can only be made within the same subject and grades. For example, comparing 9th grade ELA scores in 2006 with 9th grade ELA scores from 2009.

High School Studies

PHOENIX UNION HIGH SCHOOL DISTRICT, AZ

AUTHOR: POLICY STUDIES ASSOCIATES; SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2003–2006
Grades: 9
Assessment: Stanford Achievement Test Series, Reading Test Ninth Edition (SAT-9), Terra Nova, AIMS Reading Test, *Scholastic Reading Inventory* (SRI)
Participants: Cohort 1: N=1,652; Cohort 2: N=1,642; and Cohort 3: N=2,058
Implementation: 110-minute model

OVERVIEW

The Phoenix Union High School District (PUHSD) began implementing *READ 180* in the fall of 2003 to help struggling ninth-grade students become proficient readers. Students were identified to participate in *READ 180* if they scored below an 8.0 grade equivalent on the Stanford Achievement Test Series Ninth Edition (SAT-9) during the spring of their eighth-grade year.

An independent research firm, Policy Studies Associates (PSA), evaluated the immediate impact on three cohorts of ninth grade *READ 180* students (White & Haslam, 2005). The study included ninth-grade students who participated in *READ 180* during the 2003–2004 school year (Cohort 1), the 2004–2005 school year (Cohort 2), or the 2005–2006 school, year (Cohort 3). Cohorts 1, 2, and 3 were each compared to matched groups of nonparticipants that were selected through propensity matching.

In addition to the evaluation of the end-of-ninth-grade findings, PSA also evaluated the longitudinal impact (during the spring of tenth grade) for the first two cohorts of students, approximately one year after program participation.

RESULTS

Study results showed that *READ 180* participants outperformed matched nonparticipants on standardized reading tests at the end of ninth grade. Cohort 1 participants achieved significantly higher average scores on the SAT-9 (31.4 NCEs) than matched nonparticipants (30.1 NCEs) in spring 2004. Likewise, Cohort 2 *READ 180* participants averaged significantly higher scores on the Terra Nova (41 NCEs) than did matched nonparticipants

► **Successful findings replicated for three years in a row, including sustained results one year after intervention for English language learners.**

(38 NCEs) in spring 2005. Continuing this positive trend, Cohort 3 *READ 180* participants achieved significantly higher average scores on the Terra Nova than did their matched nonparticipating peers (39.0 NCEs vs. 38.1 NCEs, respectively).

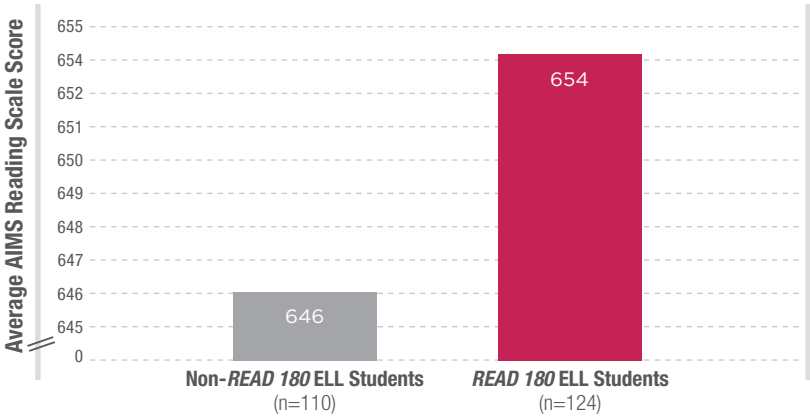
In addition to outperforming matched nonparticipants after one year of *READ 180*, the study found that the benefits of participation in *READ 180* persisted into tenth grade for English language learners (ELL) and low-performing students who had scored in the bottom third of their eighth-grade SAT-9 Reading test.

Among ELL students, *READ 180* participants in Cohort 1 and Cohort 2 performed better than their matched nonparticipants on their tenth-grade AIMS Reading test in 2005. Cohort 1 ELL students achieved 654 scale score points, while matched ELL nonparticipants earned 646 scale score points (Graph 1). Similarly, Cohort 2 ELL *READ 180* participants averaged scores that were significantly higher on the 2006 AIMS Reading test, one year after *READ 180*, than matched nonparticipants (650 and 642 scale score points, respectively).

For students who had scored in the bottom third of their eighth-grade tests, prior to intervention, longitudinal results in both cohorts also indicate a lasting positive impact of *READ 180*. For example, Cohort 2 *READ 180* students who had scored below 30 NCEs on their eighth-grade SAT-9 achieved higher scale scores on the tenth-grade AIMS Reading Test, on average, than matched comparison students. Among these initially low-scoring students, *READ 180* participants averaged 652 scale score points, while the comparison students averaged 648 scale score points. The difference is statistically significant (Graph 2).

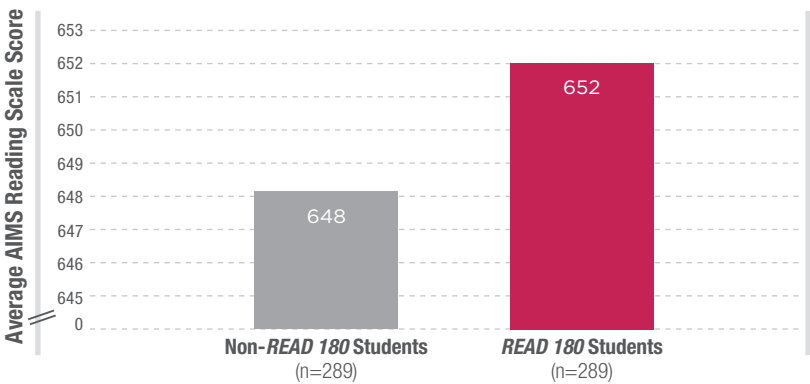
In a separate analysis, Scholastic Research (2006) analyzed *READ 180* Cohort 3 *Scholastic Reading Inventory* (SRI) data disaggregated by student groups. The analysis revealed that African American participants averaged a gain of 11.9 NCEs, Hispanic participants averaged a gain of 9.4 NCEs, and all other participants averaged 9.6 NCEs (Graph 3).

GRAPH 1
Phoenix Union High School District Cohort 1 ELL Students (N=234)
Performance on Tenth-Grade AIMS Reading Test, 2005



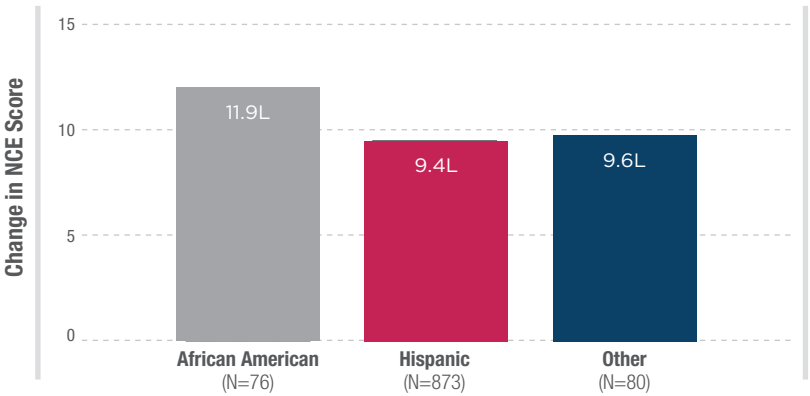
Note. The difference between the percentage of *READ 180* and non-*READ 180* ELL students who fell far below the standard is statistically significant ($p<0.05$).

GRAPH 2
Phoenix Union High School District Cohort 2 Students Who Scored Below 30 NCEs on Eighth-Grade SAT-9 (N=578)
Performance on Tenth-Grade AIMS Reading Test, 2006



Note. The difference in score is statistically significant, and the effect size is +0.16.

GRAPH 3
Phoenix Union High School District *READ 180* Students, Grade 9 (N=1,029)
Change in SRI NCE Score by Ethnicity, 2005 to 2006



High School
Studies

SEMINOLE COUNTY PUBLIC SCHOOLS, FL

AUTHOR: LANG, L., TORGESEN, J.K., VOGEL, W., CHANTER, C., LEFSKY, E., & PETSCHER, Y.; SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2005–2007
Grades: 9–10
Assessment: Florida Comprehensive Assessment Test (FCAT) Reading
Participants: Cohort 1: N=286; Cohort 2: N=1,197
Implementation: 90-minute model

OVERVIEW

During the 2005–2006 and 2006–2007 school year, Seminole County Public Schools collaborated with researchers at the Florida Center for Reading Research (FCRR) and Florida State University (FSU) to compare the effects of different reading interventions in high schools on student achievement (Lang, et al, 2009). Of the 1,197 ninth grade students in the study, 51% were Caucasian, 20% were Hispanic, 20% were African American, and 9% represented other nationalities. In addition, 43% of students were eligible for free and reduced price lunch, and 12% were English language learners (ELL).

Students were selected for the study based on their 2005–2006 Florida’s Comprehensive Assessment Test (FCAT) Reading test scores from the spring of their eighth-grade year. Three hundred eighty-five students reading below a fourth-grade level (Level 1 on the FCAT) were identified as “High Risk,” and 812 students reading between a fourth- and a sixth-grade level (Level 2 on the FCAT) were identified as “Moderate Risk.” Students in each level were randomly assigned to one of four intensive reading intervention programs: *READ 180*, a “business-as-usual” control group, a published reading intervention (Program A), or a thematic text-set approach (Program B).

READ 180 was assigned to 307 students (or 25.6% of the total sample). Approximately, 26% of *READ 180* students were classified as High Risk students, and 26% of *READ 180* students were classified as Moderate Risk students.

► *READ 180* students performing at Performance Level 2 on FCAT Reading significantly outperformed the control group.

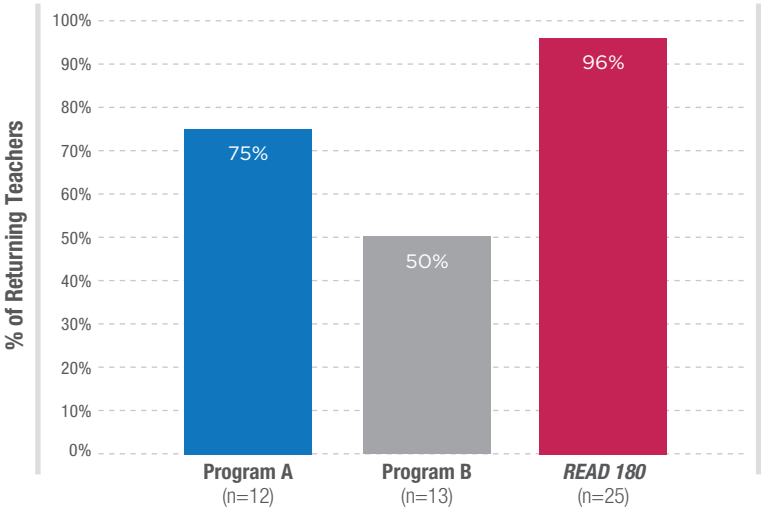
RESULTS

In order to measure the effectiveness of *READ 180*, teacher retention data and FCAT test scores were collected from *READ 180* teachers and students. A preliminary analysis from Scholastic Research (2007) revealed that teachers of *READ 180* had the highest retention rates during the 2005–2006 school year. The retention rate of *READ 180* teachers was 96%. However, the teacher retention rate of the other two interventions was much lower: 75% and 50% respectively (Graph 1).

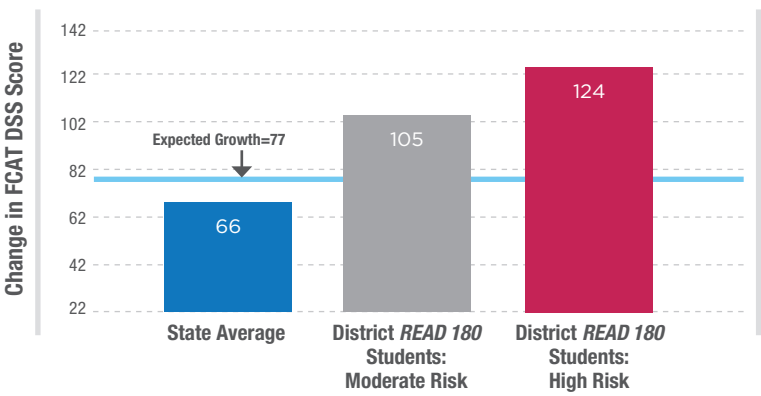
Results from the FCRR and FSU analysis revealed that from 2006 to 2007, the FCAT Developmental Scale Score (DSS) gains evidenced by *READ 180* students exceeded both the state average and the state’s benchmark for expected growth. During the study year, the average statewide mean gain on the FCAT Reading between the end of eighth grade to the end of ninth grade was 66 DSS points, and the state benchmark for yearly growth was 77 DSS points. Among *READ 180* students, those in the High Risk group gained an average of 124 DSS points and those in the Moderate Risk group gained an average of 105 DSS points (Graph 2).

The results also showed that while all the programs produced statistically equal gains in FCAT Reading scores for High Risk students, *READ 180* produced the highest gains of the four interventions among Moderate Risk students. This group of students, reading roughly two grades below level, represents the target population for *READ 180* intervention. The *READ 180* Moderate Risk students’ average gain of 105 DSS points was significantly higher than the average 70 (DSS) points gain achieved by their counterparts in the control group (Graph 3).

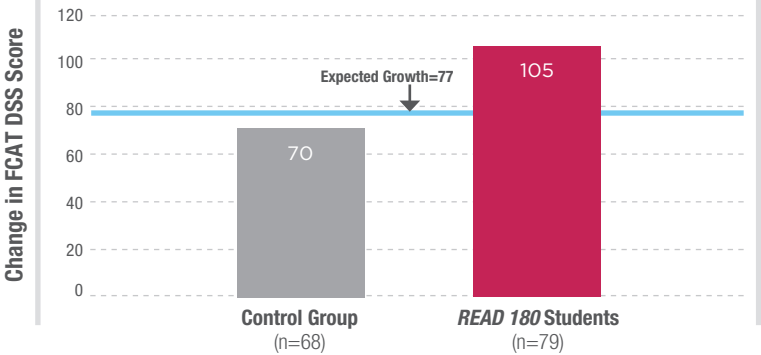
GRAPH 1
Seminole County Public Schools Reading Teacher Retention Rates (N=50)
Percentage of Continuing Teachers by Program, 2005 to 2006



GRAPH 2
Seminole County Public Schools *READ 180* Students, Grade 9 (N=307)
FCAT Reading DSS Gains Statewide and for Seminole *READ 180* Students, 2006 to 2007



GRAPH 3
Seminole County Public Schools Students, Grades 9–10 (N=147)
FCAT Reading DSS Gains for Moderate Risk Students by Treatment Group, 2006 to 2007



Note. The difference in score is statistically significant.

High School Studies

SPRINGFIELD AND CHICOPEE PUBLIC SCHOOLS, MA

AUTHOR: THE EDUCATION ALLIANCE AT BROWN UNIVERSITY

STUDY PROFILE

Evaluation Period: 2006–2011

Grade: 9

Assessment: Stanford Diagnostic Reading Test, Series 4 (SDRT-4)

Participants: N=689

Implementation: Daily 90-minute model

OVERVIEW

Springfield Public Schools, the second largest school system in Massachusetts, is a Title I district enrolling over 25,000 students. Springfield has four high schools, three of which participated in the Striving Readers Program. The neighboring Chicopee Public Schools, also a Title 1 district, enrolls around 8,000 students. Chicopee has two high schools, both of which participated in the Striving Readers Program.

From the 2006–2007 school year to the 2010–2011 school year, The Education Alliance at Brown University conducted a study involving five cohorts of targeted students from Springfield and Chicopee (Research and Evaluation Division, 2012). Students were randomly assigned to either the *READ 180* treatment group, to a second intervention (Xtreme Reading) comparison group, or to a business-as-usual control group.

In order to be eligible to participate in the study, students had to be reading at least two levels below grade level. Additionally, due to the requirements for Xtreme Reading, students identified for *READ 180* were restricted to a range in performance from 680 Lexile (L) measures to 855L on the *Scholastic Reading Inventory* (SRI). Seventy-one percent of the students who participated in the study were minority, 56% were female, 21% were students with disabilities, 4% were English language learners, and 69% received free or reduced-price lunch.

► ***READ 180* raises reading levels for struggling high school students.**

RESULTS

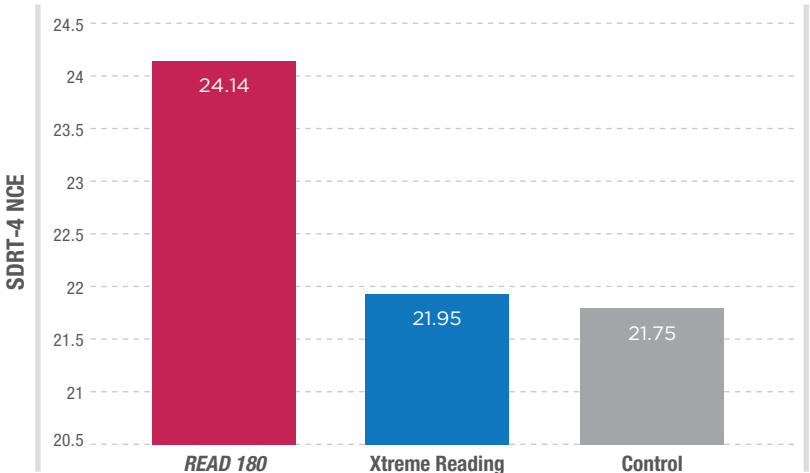
To assess program impact, pretest and posttest data from the SDRT-4 was collected for 679 students (231 students in the *READ 180* treatment group, 223 in the comparison group, and 225 in the control group) across the five years. To assess program implementation, input ratings and classroom model ratings were determined by teacher for each of the five years.

As Graph 1 displays, findings revealed that *READ 180* students demonstrated greater gains than control group students on the SDRT-4 (effect size of .11). When the model was adjusted to account for pretest reading levels, this difference was significant ($p = .03$). *READ 180* students outperformed the control group students, on average, by 1.5 points on unadjusted Normal Curve Equivalency (NCE) and 2.39 points on adjusted NCE. Conversely, students who were randomly assigned to the Xtreme Reading program did not show statistically significant gains over the control group students.

As Graph 2 shows, in schools where *READ 180* classroom implementation levels were observed to be moderate or high, the average reading scores of *READ 180* students, as measured by SDRT-4 NCE scores, were higher at posttest than control group scores. Controlling for pretest scores and other student characteristics, this difference was statistically significant. Results were more consistent over time for the majority of teachers, especially those implementing at high levels over the entire study period. This same pattern of findings was not found for Xtreme Reading schools. When Xtreme Reading classroom implementation levels were assessed in relationship to outcome scores, the relationship was not significant.

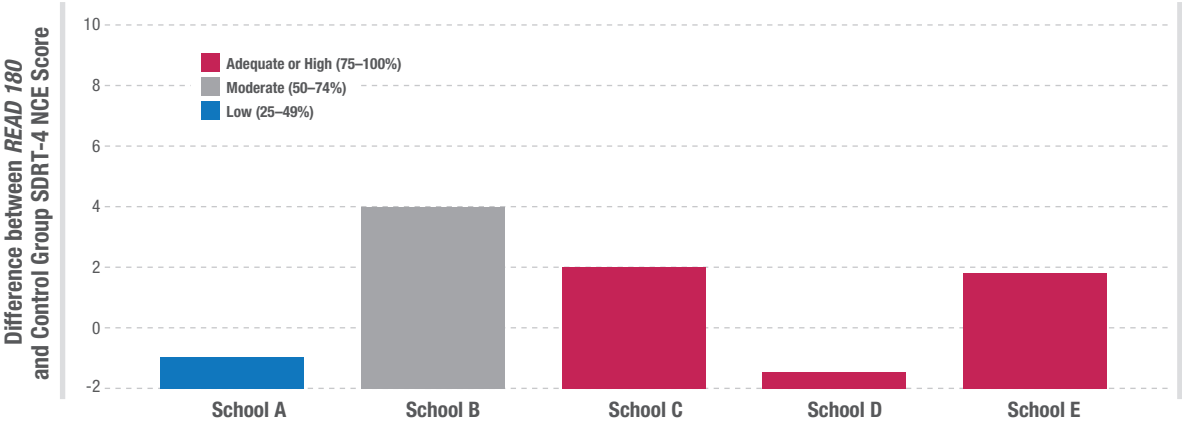
GRAPH 1

Springfield-Chicopee Intervention and Control Group Students, Grade 9 (N=679)
Impact of Intervention on Reading Achievement (SDRT-4 NCE), 2006–2011



GRAPH 2

Springfield-Chicopee *READ 180* and Control Group Students, Grade 9 (N=664)
Impact of *READ 180* by Level of Implementation, 2006–2011



Note. The relationship between *READ 180* implementation and student achievement was significant with *READ 180* students evidencing greater gains over control group students when schools implemented the program with moderate to high levels of fidelity. Averages were calculated weighted by the total number of items across years. No schools showed No evidence (0–24%).

High School Studies

ALVORD UNIFIED SCHOOL DISTRICT, CA

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2010–2011; 2011–2012
Grades: 4–5
Assessment: California Standards Test of English Language Arts (CST ELA); *Scholastic Reading Inventory* (SRI)
Participants: N=209
Implementation: 90-minute model

OVERVIEW

Serving 19,742 students in Grades K–12, Alvord Unified School District (AUSD) consists of 22 schools. The district serves almost 20,000 students, with approximately 2,000 students with disabilities and 9,000 English language learners (ELL). Twenty-three percent are economically disadvantaged. The majority of students are Hispanic (78%), followed by Caucasian (13%), Asian (5%), and African American (4%).

The Alvord Unified School District used *READ 180* over the 2010–2011 and 2011–2012 school years during the school day and as part of the afterschool program. This study focused on fourth and fifth graders who used *READ 180* as part of the after-school program three to four times a week.

RESULTS

Data from the California Standards Test of English Language Arts (CST ELA) and *Scholastic Reading Inventory* (SRI) were collected from 83 *READ 180* after-school students (46 fourth graders and 37 fifth graders) in the 2010–2011 school year (Cohort 1) and 126 after-school students (47 fourth graders and 79 fifth graders) in the 2011–2012 school year (Cohort 2).

As Graph 1 displays, in Cohort 1 both fourth and fifth graders demonstrated gains in reading achievement after one year of *READ 180*, as measured by the CST ELA. The percentage of students scoring at the Basic, Proficient, and Advanced levels increased from 48% in 2010 to 80% in 2011. In tandem, the percentage of students scoring at the Below Basic and Far Below Basic levels decreased from 52% in 2010 to 19% in 2011.

► **Fourth and fifth graders make gains on the state reading test after using *READ 180* in the after-school program.**

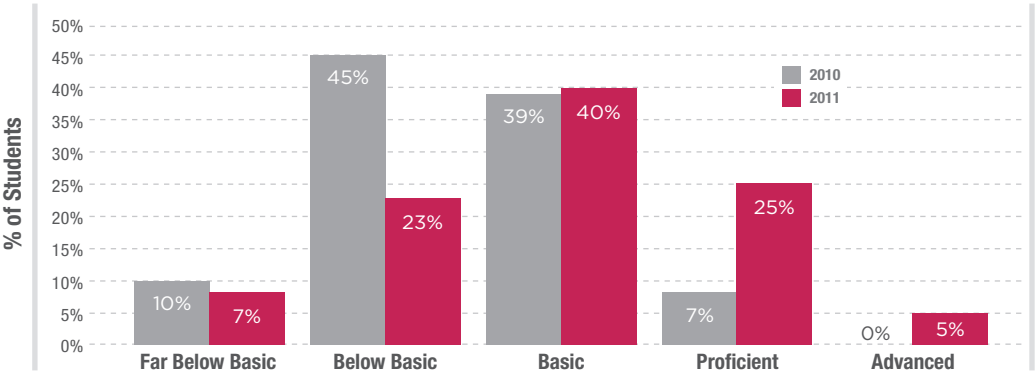
one year of *READ 180*, as measured by the CST ELA. The percentage of students scoring at the Basic, Proficient, and Advanced levels increased from 48% in 2011 to 80% in 2012. In tandem, the percentage of students scoring at the Below Basic and Far Below Basic levels decreased from 52% in 2011 to 19% in 2012.

These findings held for students with disabilities and ELLs, who also showed improvements on the CST ELA. In Cohort 1, 75% of students with disabilities and 45% of ELLs improved one or more performance levels. Forty-eight percent of students overall made such improvements. In Cohort 2, 33% of students with disabilities and 56% of ELLs improved one or more performance levels. Fifty-six percent of students overall made such improvements.

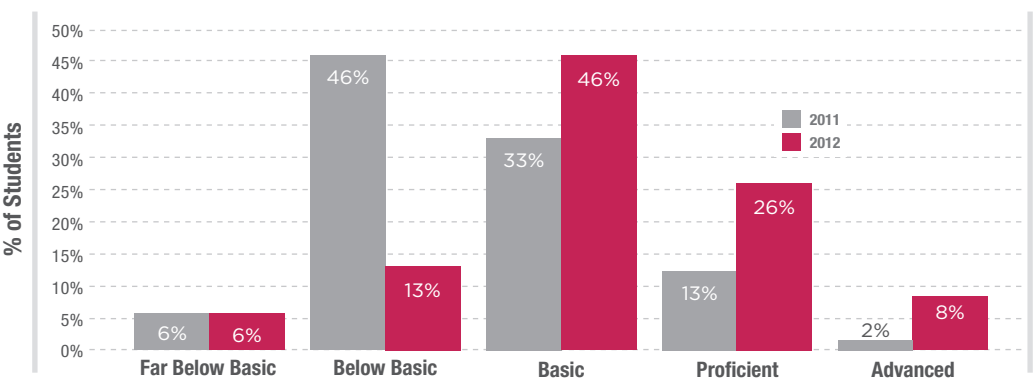
Consistent with the CST ELA findings, both fourth- and fifth-grade *READ 180* students evidenced significant gains in reading comprehension (Table 1). In Cohort 1, *READ 180* students made statistically significant gains on the SRI from pretest to posttest. Forty-six percent of fourth graders exceeded their individual fall-to-spring Lexile growth expectations, as did 54% of fifth graders. Similarly, in Cohort 2, *READ 180* students made statistically significant gains on the SRI from pretest to posttest. Fifty-one percent of fourth graders exceeded their individual fall-to-spring Lexile growth expectations, as did 51% of fifth graders.

Again, these findings held for students with disabilities and ELLs. In Cohort 1, *READ 180* students with disabilities made statistically significant gains on the SRI from pretest to posttest, as did ELLs. Twenty-five percent of students with disabilities exceeded their individual fall-to-spring Lexile growth expectations, and 45% of ELLs exceeded their individual fall-to-spring Lexile growth expectations. In Cohort 2, *READ 180* students with disabilities again made statistically significant gains on the SRI from pretest to posttest, as did ELLs. Seventy-five percent of students with disabilities exceeded their fall-to-spring Lexile growth expectations, and 43% of ELLs exceeded their fall-to-spring Lexile growth expectations.

GRAPH 1
Alvord Unified School District After-School Program Cohort 1 *READ 180* Students, Grades 4 and 5 (N=83)
Performance on CST ELA, 2010 and 2011



GRAPH 2
Alvord Unified School District After-School Program Cohort 2 *READ 180* Students, Grades 4 and 5 (N=126)
Performance on CST ELA, 2011 and 2012



Other Educational Settings

TABLE 1
Alvord Unified School District After-School Program *READ 180* Students (N=209)
Performance on SRI, 2010 to 2011 and 2011 to 2012

	N	Mean SRI Pretest Lexile	Mean SRI Posttest Lexile	Mean Lexile Gain	% of Students Exceeding Individual Growth Expectations
Cohort 1tt: 2010–2011					
All Students	83	336L	533L	197L*	49%
Grade 4	46	289L	485L	196L*	46%
Grade 5	37	395L	593L	198L*	54%
Students With Disabilities	8	401L	526L	125L*	25%
English Language Learners	62	320L	512L	192L*	45%
Cohort 2: 2011–2012					
All Students	126	355L	549L	195L*	51%
Grade 4	47	285L	488L	203L*	51%
Grade 5	79	412L	586L	173L*	51%
Students With Disabilities	12	336L	559L	223L*	75%
English Language Learners	89	358L	529L	170L*	43%

BROCKTON PUBLIC SCHOOLS, MA

AUTHOR: MPR ASSOCIATES, INC.; SEDL; J. S. KIM,
L. CAPOTOSTO, A. HARTRY, & R. FITZGERALD

STUDY PROFILE

Evaluation Period: 2006–2007
Grades: 4–6
Assessment: Stanford Achievement Test,
Series Tenth Edition (SAT 10)
Participants: Study 1 (2005–2007) N=587
Study 2 (2006–2008) N=616
Implementation: Varied, Afterschool

OVERVIEW

Brockton Public Schools (BPS) is one of the largest districts in Massachusetts, with an ethnically diverse and predominantly low-income population. BPS used *READ 180* with its afterschool students who scored below the Proficient level on the Massachusetts Comprehensive Assessment System (MCAS) reading and language arts assessments from the 2005–2006 school year to the 2007–2008 school year. Three independent studies were conducted to evaluate the impact of *READ 180* on these BPS students.

From 2005–2007, MPR Associates, Inc. conducted a two-year study involving three elementary schools in the first year (2005–2006) and four in the second year (2006–2007) (Hartry, Fitzgerald, & Porter, 2008). Funded by the William T. Grant Foundation, the goal of the study was to determine whether *READ 180* could be used in an afterschool setting with students in Grades 4–6. Results were originally published in the Harvard Educational Review.

Under the larger scope of the National Partnership for Quality Afterschool Learning, SEDL funded an RCT to evaluate the impact of three afterschool interventions on student achievement. SEDL hired MPR to conduct the study at BPS, as an extension of MPR’s previous work. The SEDL funded study spanned two school years, 2006–2007 and 2007–2008 (Vaden, Kiernan, Hughes, Jones, & Rudo, 2008).

As part of the larger Hartry et al. implementation study (2008), an evaluation was also conducted to determine the program’s impact on several literacy outcomes. Results were published in Educational Evaluation and Policy Analysis (Kim, Capotosto, Hartry, & Fitzgerald, 2011).

► **Urban students improve attendance and scores on vocabulary, comprehension, and total reading measures after using *READ 180* in an after-school program.**

RESULTS

During the first study, MPR collected and analyzed afterschool attendance and attrition data from all participating afterschool students from 2005–2007. Findings revealed that *READ 180* afterschool attendance rates were significantly higher than students in the control afterschool program (Table 1). Of the 95 students who withdrew from the afterschool program but remained in the district, 36 were from the *READ 180* program and 59 were from the control group, a statistically significant difference.

During the second study, SEDL MPR also collected pretest and posttest SAT 10 data from *READ 180* and control group participants. Findings indicated that *READ 180* students scored 8.5 points higher on vocabulary, 9.5 points higher on reading comprehension, and 15 points higher on total reading than control group students (Graph 1). When the results were disaggregated, gains were especially notable for African American and low-income students on vocabulary, comprehension, spelling, and total reading. The significant results were not maintained in the second year of the SEDL funded study, likely due to the change in schedule from four days to two days each week and to the overall higher baseline performance (fewer struggling readers) in the second year.

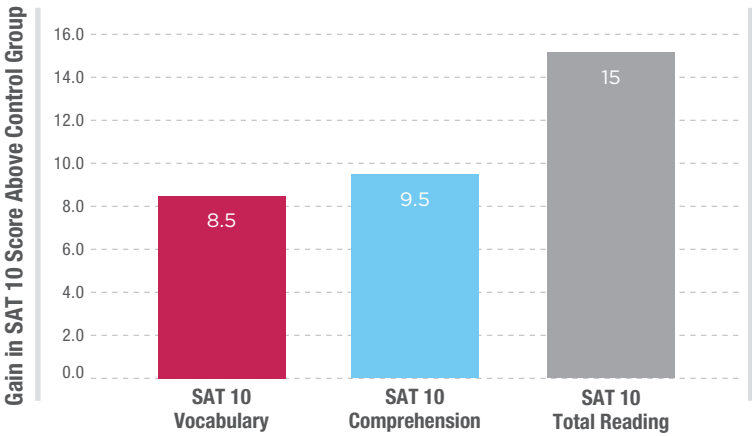
As Graph 2 displays, Kim et al. (2011) also found that *READ 180* had a significant positive effect on vocabulary and comprehension beyond that of the district’s regular after-school program (effect sizes of .23 and .32, respectively). The majority of the students in the study (95%) scored below proficient on a state assessment of English Language Arts.

TABLE 1
Brockton Public Schools *READ 180* and Non-*READ 180* Students, Grades 4–6 (N=587)
Percentage of Possible Days Attended by Month, 2005 to 2006

	Control (%)	<i>READ 180</i> (%)	t-test		Control (%)	<i>READ 180</i> (%)	t-test
October	87	89	0.8	February	63	73	3.6***
November	81	87	3.0**	March	65	74	3.0**
December	75	81	2.5*	April	59	67	2.8**
January	70	79	3.3***	TOTAL	70	78	3.4***

*p<0.05; **p<0.01; ***p<0.001
Note. Excludes students who moved.

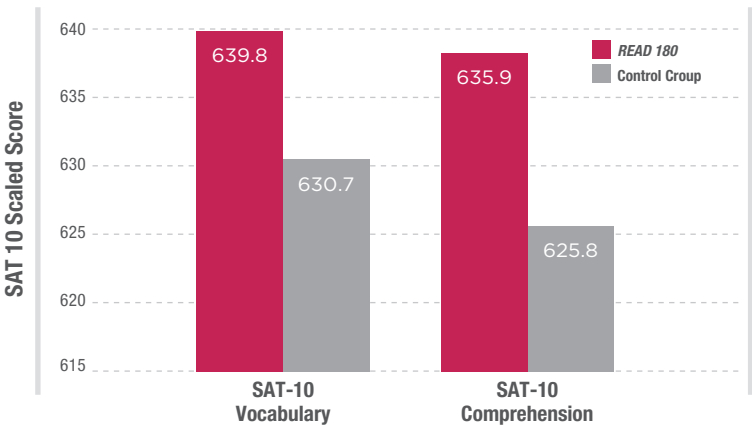
GRAPH 1
Brockton Public Schools *READ 180* Students and Control Group Students, Grades 4–6 (N=312)
READ 180 Student Gains on SAT 10, 2006 to 2007



Note. These gains in favor of *READ 180* are all statistically significant. The comparable effect sizes were almost one quarter of a standard deviation for vocabulary gains, .31 standard deviations for comprehension gains, and more than one-half (.55) of a standard deviation for total reading gains. The total reading score sample is limited to 5th and 6th graders.

Other Educational Settings

GRAPH 2
Brockton Public Schools *READ 180* Students and Control Group Students, Grades 4–6 (N=296)
Performance on SAT 10, 2006 to 2007



Note. *READ 180* students scored significantly better than control group students who received the district’s regularly implemented after-school program on SAT 10 measures of Vocabulary (effect size of .23) and Comprehension (effect size of .32).

JOB CORPS, CA

AUTHOR: N. ADMON

STUDY PROFILE

Evaluation Period: 2002–2003
Ages: 16–24
Assessment: Test of Adult Basic Education (TABE)
Participants: N=107
Implementation: 90-minute model

OVERVIEW

Since 1964, Job Corps, a national program designed to provide at-risk young adults with educational and job training, has helped over two million youths gain the skills needed to obtain long-term employment opportunities. Job Corps provides vocational training and academic services in areas such as reading and math. Enrollment in Job Corps is voluntary, with students entering the program at different times and progressing at their own pace. Students entering the program range in age from 16 to 24. The typical Job Corps student is an 18-year-old high school dropout who reads at the seventh-grade level, belongs to a minority group, and has never held a full-time job. Approximately 70% of Job Corps enrollees are members of minority groups, 80% are high school dropouts, and more than 30% are from families on public assistance. The School for Integrated Academics & Technologies (SIATech) is a public charter high school with campuses located at Job Corps centers nationwide. Prior to 2004, SIATech was known as Guajome Park Academy.

During the 2002–2003 school year, SIATech implemented *READ 180* at four of its Job Corps sites in California. From 2002 to 2003, 68 students participated in *READ 180* for four to eight weeks, and 39 students participated in *READ 180* for nine weeks or longer. Student achievement data were collected by SIATech and analyzed by an independent researcher in collaboration with Scholastic Research (Admon, 2004).

READ 180 was assigned to 307 students (or 25.6% of the total sample). Approximately 26% of *READ 180* students were classified as High Risk students, and 26% of *READ 180* students were classified as Moderate Risk students.

▶ **Job Corps students who participated in *READ 180* gained four or more grade levels on the Test of Adult Basic Education.**

RESULTS

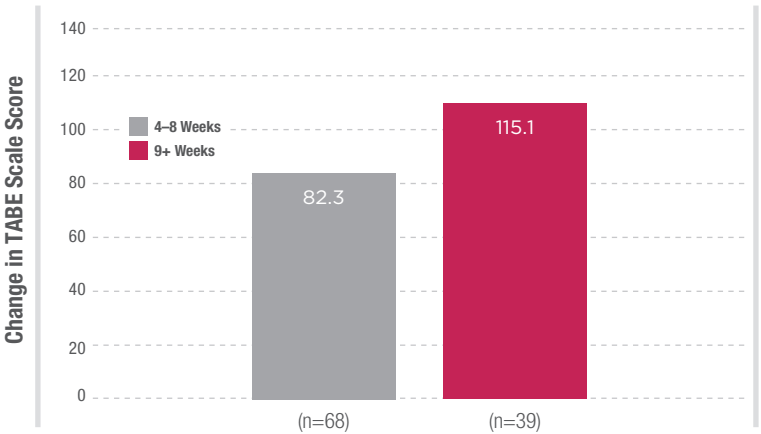
In order to measure the effectiveness of *READ 180*, results from the Test of Adult Basic Education (TABE) were analyzed. On average, students who were in *READ 180* for four to eight weeks gained 82.3 TABE points while students in *READ 180* for nine weeks or longer gained 115.1 TABE points (Graph 1).

For this analysis, students’ pretest and posttest mean scores were converted to grade equivalents. On average, students using *READ 180* for four to eight weeks gained four grade levels, while students in *READ 180* for nine weeks or longer gained five grade levels (Table 1).

Correlation and multiple regression tests revealed that time spent in the program had a significant and positive impact on TABE scores. The average growth from pretest to posttest was larger for students who stayed in *READ 180* longer. The greatest gains were made by students who were in the *READ 180* program for an average of 16 weeks. These students were also the lowest-performing students at pretest.

GRAPH 1

Job Corps *READ 180* Students (N=107)
Performance on TABE by Time in Program, 2002 and 2003



Note. Time in the program was a significant predictor of TABE scores ($t=3.498$, $r^2=0.16$, $p<0.01$).

TABLE 1

Job Corps *READ 180* Students (N=107)
Performance on TABE and Grade Equivalents by Time in Program, 2002 and 2003

SRI	Pretest	Posttest	Gain	GE* Change	N
4–8 Weeks	483.3	565.6	82.3	4.8–8.9	68
9+ Weeks	454.7	569.8	115.1	3.8–9.1	39

Note. The difference in score from pretest to posttest is statistically significant for 4–8 weeks ($t=-13.97$, $p<0.01$) and 9+ weeks ($t=-13.08$, $p<0.01$).

Other Educational Settings

OHIO DEPARTMENT OF YOUTH SERVICES, OH

AUTHOR: OHIO STATE UNIVERSITY

STUDY PROFILE

Evaluation Period: 2006–2011
Grades: 7–12
Assessment: California Achievement Test for Reading (ReadCAT) and *Scholastic Reading Inventory* (SRI)
Participants: N=1,245
Implementation: Daily 90-minute model

OVERVIEW

The Ohio Department of Youth Services (ODYS) is the juvenile corrections system for approximately 110,000 youth, ages 10 to 21, in the state of Ohio. There are currently four ODYS facilities, each of which operates a year-round school that offers general curriculum as well as vocation opportunities. At the start of the Striving Readers Program¹, there were eight facilities in ODYS; however, by year five there were only five facilities that remained open.

From the 2006–2007 school year to the 2010–2011 school year, The Ohio State University conducted a study involving five cohorts of eligible students from the ODYS facilities (Loadman, Moore, Zhu, Zhao, & Lomax, 2011). Students were randomly assigned to receive either *READ 180* instruction or traditional English classes.

In order to be eligible to participate in the study, students had to meet three criteria: 1) assigned to the care of ODYS for more than six months; 2) have a Lexile (L) measure below grade level (approximately 1000L), but above “below basic” level (200L or less), at baseline on the *Scholastic Reading Inventory* (SRI); and 3) cannot be a high school graduate. The majority of students who participated in the study were African American (70.3% in the *READ 180* group and 68.2% in the control group), followed by Caucasian (22.9% and 25.7%, respectively). Of these students, 96.2% in each group were male. In the *READ 180* group, 44.8% were classified as students with disabilities. As Table 1 shows, these students were further classified by type of disability.

► *READ 180* improves reading outcomes for incarcerated students.

RESULTS

To assess program implementation, input ratings and instructional model ratings were determined for each of the five years. To assess program impact, data from SRI was collected across the five years for 1,245 students (677 students in the *READ 180* treatment group and 568 in the control group), and data from the ReadCAT was collected for 243 students (133 students in the *READ 180* treatment group and 110 in the control group).

Table 2 summarizes the five years of program implementation ratings. Overall, implementation of *READ 180* occurred at a high level 49% of the time and at a moderate level 32% of the time across the five years. Nineteen percent of the time, the implementation was deemed in need of improvement. The professional development implementation was rated more highly than the instruction implementation. The majority of the time, professional development attendance was high (71%), followed by moderate attendance (19%), and attendance deemed in need of improvement (10%). For the instruction implementation, the majority of the time the amount of *READ 180* instruction delivery was moderate (44%), followed by an equal amount of high delivery and delivery that was deemed in need of improvement (28% in both cases).

SRI results revealed a significant overall impact on Lexile measures (effect size of .21) for *READ 180* students (Graph 1). Students in the *READ 180* group outperformed the control group students by an average of 59 Lexile points. Additionally, according to ReadCAT Grade Equivalent scores, *READ 180* had a significant overall impact on student reading outcomes (effect size of .26). Students in the *READ 180* group outperformed the control group students by an average of 0.61 scale points, the equivalent of over half a year’s gain.

TABLE 1
Ohio Department of Youth Services *READ 180* and Control Group Students with Disabilities (N=700), Disability Characteristics, 2006 to 2011

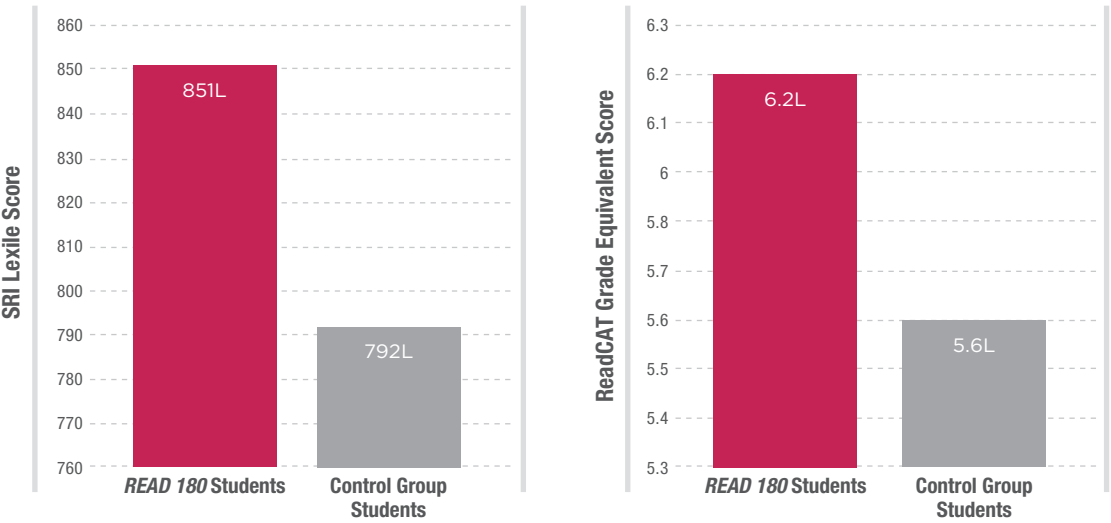
Disability Type	<i>READ 180</i> Students (n=373)	Control Students (n=327)
Emotional Disturbance	20.5%	19.2%
Specific Learning Disability	16.9%	15.2%
Cognitive Disability/Mental Retardation	8.6%	8.6%

TABLE 2
Ohio Department of Youth Services *READ 180* Facilities (N=8) Implementation Ratings of Professional Development and Instruction, 2006 to 2011

Professional Development Attendance						<i>READ 180</i> Instruction Delivery				
Facility	Year 1	Year 2	Year 3	Year 4	Year 5	Year 1	Year 2	Year 3	Year 4	Year 5
1	M	H	NI	N/A	N/A	NI	M	M	N/A	N/A
2	M	H	H	H	H	M	NI	NI	NI	NI
3	H	H	M	N/A	N/A	M	H	H	M	N/A
4	H	H	H	M	H	H	H	H	M	NI
5	H	H	NI	H	M	M	M	M	NI	M
7	H	H	M	H	H	M	M	M	M	NI
8	H	H	NI	H	H	M	H	H	H	H

Other Educational Settings

GRAPH 1
Ohio Department of Youth Services *READ 180* and Control Group Students, Grades 7–12 (N=1,488) Performance on SRI and ReadCAT, 2006 to 2011



Note. Grade Equivalent scores represent the grade level and month of the typical (median) score for students. *READ 180* students earned an average score similar to the 50th percentile of students in the ReadCAT’s norming group who were in their second month of sixth grade. This score was significantly higher than the control group students who earned an average score similar to the 50th percentile of students in the ReadCAT’s norming group who were in their sixth month of fifth grade. Similarly on the SRI, *READ 180* students scored significantly higher than the control group students.

¹The Striving Readers Program was funded by the United States Department of Education with two aims: 1) to raise middle and high school students’ literacy levels in Title I-eligible schools with significant numbers of students reading below grade-levels; and 2) to build a strong, scientific research base for identifying and replicating strategies that improve adolescent literacy skills. The full reports for each district are available at www2.ed.gov/programs/strivingreaders/.

PHOENIX COMMUNITY COLLEGE, AZ

AUTHOR: SCHOLASTIC RESEARCH

STUDY PROFILE

Evaluation Period: 2006
Grades: Ages 18+
Assessment: College Preparatory Reading Test (CPRT)
Participants: N=55
Implementation: 120-minute model (4 days a week)

OVERVIEW

During the spring and summer of 2006, Phoenix Community College in Arizona began implementation of *READ 180* with students in developmental reading and English as a Second Language (ESL) classes to determine if *READ 180* could be a viable alternative to traditional developmental reading courses in community colleges. *READ 180* was implemented in two five-week summer sessions, for 120 minutes a day, four days per week. The district implemented *READ 180* as part of a controlled research study (Scholastic Research, 2007), with a total of 27 students participating in *READ 180* and 28 control group students receiving the traditional developmental reading curriculum.

READ 180 was assigned to 307 students (or 25.6% of the total sample). Approximately 26% of *READ 180* students were classified as High Risk students, and 26% of *READ 180* students were classified as Moderate Risk students.

▶ **Community college *READ 180* students demonstrated greater reading growth on CPRT and higher college retention rates than control group students.**

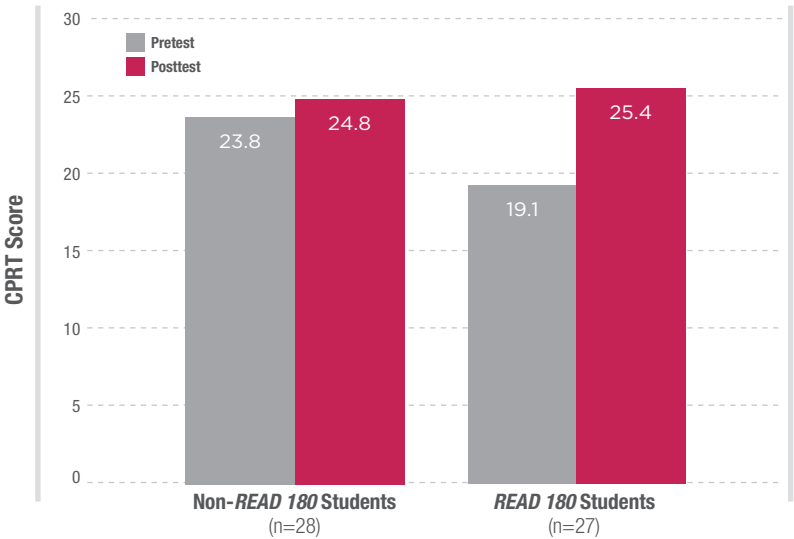
RESULTS

In order to measure the impact of *READ 180* on college reading readiness, pretest and posttest data from the College Preparatory Reading Test (CPRT) were collected. Results indicate that *READ 180* students evidenced statistically greater growth on the CPRT than students in the control group. While *READ 180* students showed a statistically significant gain of 6.3 points on the CPRT, the control group demonstrated a gain of only one point (Graph 1). Further, the effect size for *READ 180* was 0.95 (compared with 0.19 for the control group).

During the 2006–2007 school year, college enrollment data was also collected. Findings showed that the percentage of *READ 180* participants still enrolled in college at the end of the academic year was substantially higher than that of the control group students. Overall, 70% of the *READ 180* participants were still enrolled in the college at the end of the academic year. By contrast, only 50% of the control group was still enrolled.

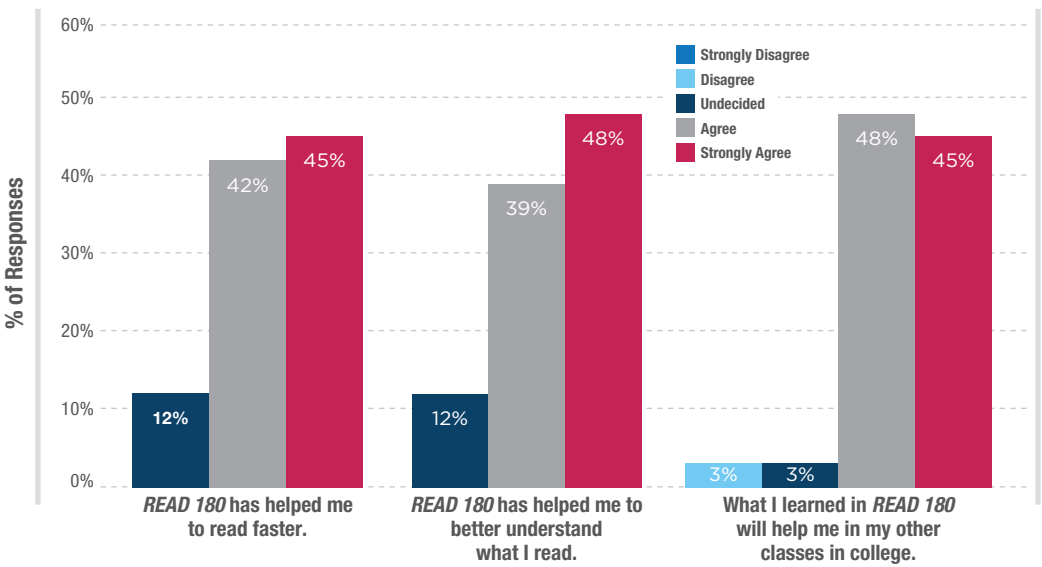
In addition, *READ 180* students were asked to assess their own reading skills and the *READ 180* program at three points during each summer session. Survey data revealed that students felt *READ 180* had positively impacted their reading skills. Well over 80% of the students agreed or strongly agreed that *READ 180* had helped them to read faster and to understand better what they read. In addition, 93% of the students agreed or strongly agreed that what they learned in *READ 180* will help them in their other college courses (Graph 2).

GRAPH 1
Phoenix Community College Students (N=55)
Performance on CPRT, 2006



Note: The gain was statistically significant for *READ 180* students. The effect size was 0.95.

GRAPH 2
Phoenix Community College Students (N=40)
Student Satisfaction With *READ 180* Program Survey Results, 2006



Note: Survey results include 13 *READ 180* participants who were not included in the matched group analysis.

Other Educational Settings

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Clark County School District, NV...62
Deer Valley Unified School District, AZ...12
Desert Sands Unified School District, CA...38
Lawrence Public Schools, MA...18
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Phoenix Union High School District, AZ...74
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Central Consolidated School District, NM...60
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Newark Public Schools, NJ...50
Ohio Department of Youth Services, OH...86
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Ohio Department of Youth Services, OH...86
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Central Consolidated School District, NM...60
Council of the Great City Schools (OH, MA, TX)...34
Cypress-Fairbanks Independent School District, TX...10
Hernando County Schools, FL...70
Iredell-Statesville Schools, NC...14
Northeastern Florida School District, FL...52
San Antonio Unified School District, TX...24
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West

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Desert Sands Unified School District, CA...38
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Holyoke Public Schools, MA...40
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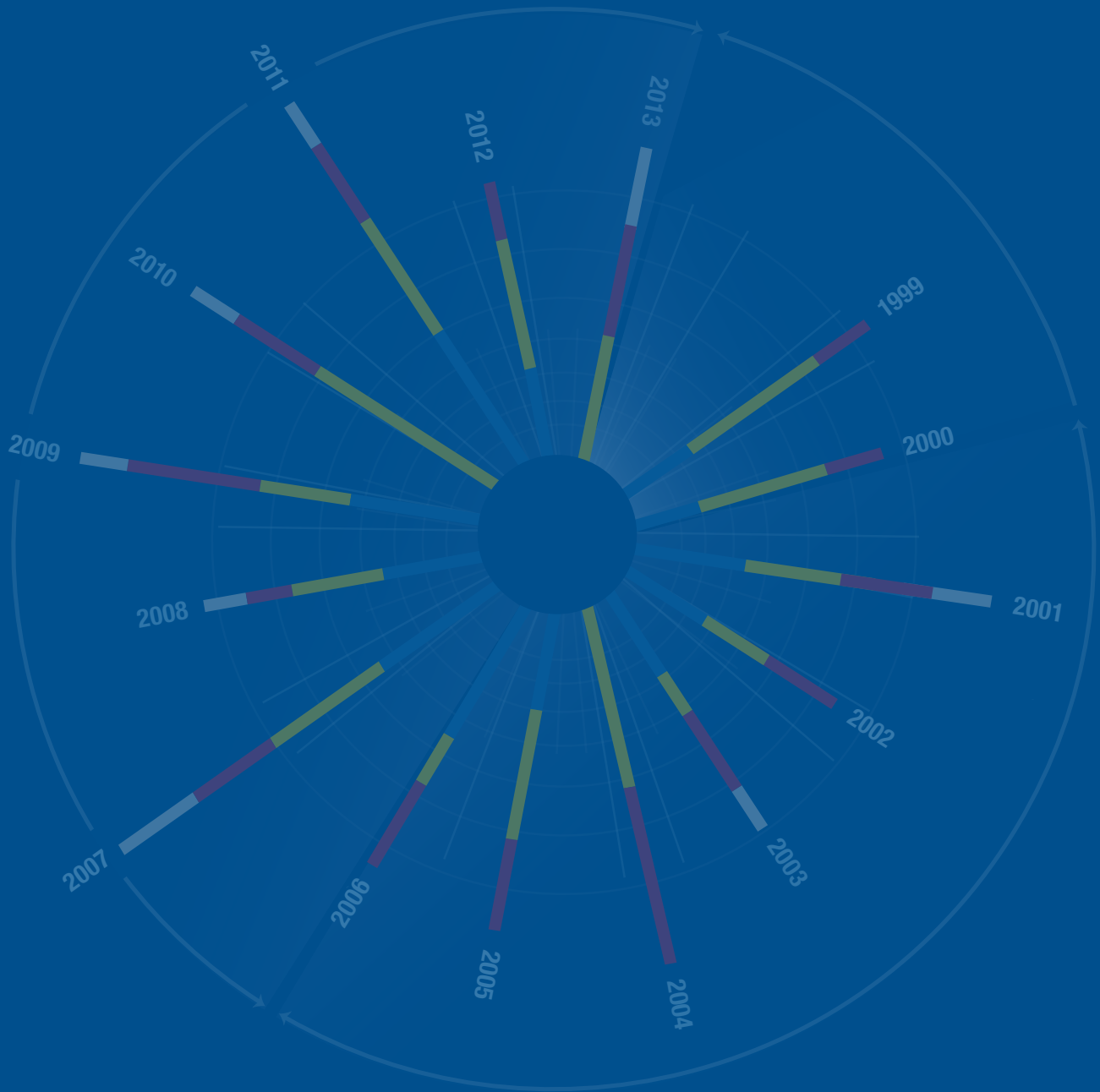
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